CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

Canada

NL 339 (r. 85/09)

0-315-19419-7

National Library of Canada | Bibliothèque nationale du Canada

Canadian Theses Division | Division des thèses canadiennes

(71)

Ottawa, Canada
K1A 0N4

67327

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

LEONARD RONALD STEPHEN RICHMOND

Date of Birth — Date de naissance (MAR 11)
1942 03 11

Country of Birth — Lieu de naissance
CANADA

Permanent Address — Résidence fixe
4028 Hillsdale St.
REGINA SK. S4S 3Y7

Title of Thesis — Titre de la thèse

IMPLEMENTING CHANGE IN TEACHER EDUCATION: A CASE STUDY

University — Université
UNIV OF ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée
PH. D.

Year this degree conferred — Année d'obtention de ce grade
1983

Name of Supervisor — Nom du directeur de thèse
DR. D. SAWADA

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date
June 29/83

Signature
L. R. Richmond

NL-91 (4/77)

THE UNIVERSITY OF ALBERTA

IMPLEMENTING CHANGE IN TEACHER EDUCATION: A CASE STUDY

by

(C)

LEONARD RONALD STEPHEN RICHMOND

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

FALL 1983

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR LEONARD RONALD STEPHEN RICHMOND

TITLE OF THESIS IMPLEMENTING CHANGE IN TEACHER EDUCATION: A CASE STUDY

DEGREE FOR WHICH THESIS WAS PRESENTED DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE GRANTED FALL 1983

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(SIGNED) L. R. S. Richmond

PERMANENT ADDRESS:

4028 Hillsdale St.

Regina Sk S4S 3Y7

DATED June 29 19 83

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled IMPLEMENTING CHANGE IN TEACHER EDUCATION: A CASE STUDY submitted by LEONARD RONALD STEPHEN RICHMOND in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

Supervisor

External Examiner

Date May 24, 1983

Abstract

The study investigated the implementation of a teaming pattern among faculty members involved in providing introductory curriculum and instruction classes to pre-service teacher education students at the University of Alberta. A participant-observation methodology was used to gather data over a period of more than four months from two teams involved in the pilot-phase implementation of the new program structure. Naturalistic research methods were used to determine faculty member reactions to the change process and to identify key issues surrounding the teaming of faculty and the implementation of a new core teaching methods component for which the team, as a unit, was responsible.

Comparative analysis of the two teams involved in this implementation yielded differences between the teams in their conceptualization of the process of change, the nature and existence of advocacy respecting continued change, the relative emphasis given to group cohesiveness among team members and the relative emphasis upon skill development and integration experiences for students.

A model is presented which attempts to capture the primary dynamics in this case of institutional change. It incorporates the elements of external forces and constraints on change, the existence of program goals, the existence of program structure constraints, and the region of potential change defined as that region lying between minimally required change and the ideals defined by program revision goals.

The findings of this case study are summarized as a series of twenty-five "implications" that may be of relevance to other university-based faculties of education engaged in or contemplating change through the use of faculty teams. Many of these implications relate to two primary foci that emerged in this study as being of particular relevance to conceptualizing and understanding the process of change in teacher education. The first relates to the perceptions and reactions of department members to the discrepancy typically existing between program goals and current performance. The second relates to the concept of advocacy as exercised by one or more individuals within the faculty peer group involved in implementing change.

Acknowledgements

Grateful appreciation is extended to the Department of Elementary Education, University of Alberta, for the opportunity to engage in this examination of one phase of program renewal, and especially to the 'Group of Eight' who so willingly made themselves available for observation, interview, and general analysis over the academic term of data collection and beyond.

To my advisor, Dr. D. Sawada, I express appreciation for his prompt attention to every aspect of my project and for his continuing encouragement and critical judgements that were always so gently conveyed. To other members of my thesis committee, particularly Dr. Jean Young and Dr. Al MacKay, I am indebted also for thorough reviews of my drafts and pertinent suggestions.

Most credit undoubtedly must be reserved for an understanding wife, Roberta, and surprisingly tolerant daughters, Heather, Lisa and Angela, who have made many accommodations over an extended period of family life so that Dad could finish his thesis.

Table of Contents

Chapter		Page
I.	Introduction	1
	A. Purpose of the Study	1
	B. The Setting	1
	C. Methodological Approach	2
	D. Significance of the Study	3
	E. Outline of the Dissertation	4
II.	Background to the Study	6
III.	Design of the Study	15
	A. Objective of the Study	15
	B. The Case of Institutional Change	15
	The Institutional Setting	15
	The Nature of the Institutional Change	17
	C. Definitions	17
	D. Delimitations	18
	E. Limitations	19
	F. Theoretical Concerns Relating to Methodology	20
	Conceptualizing Research Needs on Change	20
	Characteristics of the Case Study	21
	Participant Observer	22
	The Social Context of Change	24
	Nature and Use of Research Findings on Change	25
	Generalizability of Findings	26
	The Use of Theory	27
	G. Data Collection	28
	Collection of Documents	29
	Gaining Entry	29
	Interviewing	30
	Theoretical Sampling	32
	Recording Data	34
	Analysis Procedures	34

H. The Researcher: Background and Orientation 35
IV. Findings Concerning the Institutional Environment for Change 37
A. The Stature of the Department 37
B. Tracing the Formal Development of the New Program 38
The USRC and CBSK Committees 39
B.Ed. Elementary Program Planning Committee 43
The Core Committee 45
C. The Teaming Approach 47
Selection of Team Members 48
Style of Team Functioning 49
D. Characteristics of Faculty Members Comprising the Module Teams 50
Team A--(Reading, Language Arts, Social Studies, Music) 50
Team B--(Math, Science, Art, and Movement) 52
E. Program Structure and Related Role Change 54
The CI Modules Evaluation Committee 55
F. Summary 56
V. The Dynamics of the Innovation 61
A. External Forces for Change: Those External to the University 61
Role of the Teachers' Professional Association 61
The Changing Role of Teachers in the Field 63
Forces for Change within the Faculty of Education 63
Other External Political Realities 63
Role of the Committees 67
Conflicting Perceptions on the Effect of External Forces for Change 68
B. Goals: Formally Stated 70
Knowledge and Skills 71
The Generalist Emphasis 73
Collegiality and Cohesion 75
C. Goals: Commitments of Team Members 78
Commitment to Knowledge in Content Areas 79

Commitment to Interpersonal Skills 81
Commitment to Integration of Theory and Practice 86
D. Change Within a University Context 99
Class Credit Structure 99
Workload Concerns 101
The Specialist Tradition 102
Committee Structure 107
The Impact of the Dean 110
E. Viewing the Innovation from the Perspective of the Teams 112
The Perspective from Team A 114
The Perspective from Team B 130
F. Summary 138
VI. The Process of Analysis and the Development of a Model 143
A. Development of the Model 144
B. Elements of the Model 145
C. Some Theoretical Implications of the Model 153
VII. Interpretations and Implications 157
A. Implications Concerning External Forces for Change 157
External Forces and the Model 161
B. Implications Concerning Goals 162
Goals and the Model 175
C. Implications Concerning Program Structure 178
Program Structure and the Model 185
D. Implications Concerning Teaming 186
Teaming and the Model 193
E. The Individual in the Change Setting 194
Final Reflections on the Model 198
VIII. Epilogue 199
BIBLIOGRAPHY 206
A. Books and Articles 206
B. Unpublished Institutional Documents 213

APPENDIX I -- GAINING ACCESS TO SUBJECTS 216
APPENDIX II -- GUIDE FOR INTERVIEW #2 218
APPENDIX III -- GUIDE FOR INTERVIEW #3 220
APPENDIX IV -- FACULTY ADMINISTRATIVE STRUCTURE 222
APPENDIX V -- REVISED COMPONENT MODEL (K-12) 223
APPENDIX VI -- OUTLINE OF THE NEW FOUR-YEAR PROGRAM 224
APPENDIX VII -- CONCEPTUAL FRAMEWORK USED IN DATA ANALYSIS 225

I. Introduction

A. Purpose of the Study

The primary purpose of the study was to investigate, analyze, describe, and interpret the process of institutional change and accompanying role change experienced by faculty members engaging in the implementation of a new teacher education program.

B. The Setting

The setting for the study was the Department of Elementary Education, University of Alberta, Edmonton, Canada. Over the fall and winter terms of the 1979-80 academic year, eight faculty members engaged in the implementation of a new approach to providing an introduction to the basic eight curriculum and instruction (C & I) subject areas in the second year of the revised B.Ed. Elementary Program. The approach was characterized by both a change in program goals and a change in organizational structure. Reflecting the contemporary needs expressed by employing agencies, the new program was committed to preparing "generalist" teachers for the elementary schools in contrast to the former emphasis on subject area specializations. At the same time, the Department also chose to emphasize an "integrative" approach that focussed on the learner in the teaching/learning process in contrast to the previous emphasis on discrete subject area content and related methodology.

A key element in the strategy for achieving the new goals was the formation of the C & I modules which involved grouping faculty into two teams of four members each and grouping students into two module groups of 27 students each. Central to the innovation was a newly developed course, often referred to simply as Core, which emphasized the knowledge and skills considered common to effective teaching in a variety of subject areas.

C. Methodological Approach

A participant-observation case study approach was selected for the study. The study focusses upon the evolving perspectives of team members toward the experiences and tasks associated with the general implementation of the modules concept and the specific implementation of a team approach to providing instruction in the Core component.

Observations were made of all eight participating faculty members in team planning meetings, in class settings, and in departmental meetings. In addition, open-ended interviews with participating faculty members were conducted and audio-recorded. Observations were also made of the larger body of the Department engaged in discussions and decision-making regarding the implementation of the new program, its evaluation and ongoing development.

Data collection consisted of field notes of observations made in a variety of settings, audio-recorded interviews that were later transcribed, and the collection of documents which reflected the processes of program development and adoption by faculty members at both Department and Faculty levels.

The primary data collection period was defined as the second term of a two-term piloting phase (January through April, 1980) although observations of certain aspects of the new program commenced as early as September, 1979. Completion of the interview schedule and opportunities for more informal discussions with team members also extended into May and June during the period of data analysis and writing.

Data analysis was guided first by an attempt to capture the perspectives of the eight faculty members and interpret their experiences in terms of these perspectives. The emerging dynamics of the change setting were then further investigated in terms of identifying major themes and issues. A model describing the change setting was constructed and used as a framework for identifying a range of implications that were suggested by the data gathered in this study.

D. Significance of the Study

The context for current changes in teacher education at the University of Alberta has similarities with other teacher education institutions on the Canadian scene. On the basis of preliminary findings from a major survey of teacher education institutions across Canada, Hopkins (1980) reports that the implementation of extended practica has been the major change in teacher education institutions in Canada in the past decade. The University of Alberta is thus not alone in accommodating to expanded programs representing an increase in field experience. What this and other institutions choose to do with the freedoms and constraints associated with the current scene of pre-service teacher education is a matter of much interest to practitioners and their clients, as well as of theoretical interest to the understanding of institutional change in university-based teacher education.

In reviewing the literature on educational change, it has become more evident in recent years that planned institutional change and renewal in the field of education is generally marked by lack of success. Major studies by the Rand Corporation in the U.S. (Berman & McLaughlin, 1976) have pointed up the important differences between mere program "adoption" and effective program "implementation". Major reviews of research on change in educational institutions, such as those by Bolam (1977) in the U.K., Dalin (1978) in Europe, and Fullan and Pomfret (1977) reflecting the Canadian and American scenes have provided strong evidence suggesting the naivete of many planned change efforts over the past decades.

In the field of education, effective change is increasingly seen to be dependent upon the willingness of members of the institutions to engage in real change. In the past, a statement of this nature when expressed by a change agent has tended to imply an assignment of blame directed towards the intended users of the innovation. It is becoming increasingly evident, however, that assumptions held by external change agents are frequently unrealistic and devoid of an adequate understanding of the practical issues involved in particular institutional settings. Thus in the recent literature there is seen to be an increased emphasis on the perspective of users of an innovation together with recognition of the need for flexibility in accommodating to local realities.

While major reviewers of the literature on change in education note the paucity of research on the implementation phase of change (Fullan and Pomfret, 1977), research on the implementation of change in Canadian teacher education is virtually nonexistent. It was recognized that one major study of change in Canada was currently in progress under the auspices of the International Movement Towards Change in Education (IMTEC). Being of a survey nature and involving numerous Canadian teacher education institutions, the IMTEC study can be regarded as complementary to the in-depth case study being reported here.[1]

Because of the need to examine in depth the qualitative dimensions of change in a teacher education institution, a case study approach was chosen for this study. By inquiring into the perspectives held by faculty members and providing an indepth examination of conditions surrounding the change process in one setting, an attempt has been made to identify key elements of the institutional environment and cognitive orientations of teacher educators that will better explain the dynamics associated with institutional change in teacher education.

E. Outline of the Dissertation

The organization of the dissertation has been designed to reflect the sequence of processes involved in the research activity itself. In Chapter II a brief review of the literature on eduational change is included as a backdrop to the current study. Emerging from this review is the rationale for engaging in a form of case study methodology that values and elicits the perspectives of the participants engaged in the process of program change.

A description of methods and techniques used in this study is presented in Chapter III with consideration given to a number of methodological issues of relevance to the conduct of participant-observation case studies.

The primary findings of the study are presented in Chapters IV and V. Following an approach that may be described as an ecological model for the study of change (Goodlad, 1979), a description of the preexisting and continuing context for

---

[1] For a description of the IMTEC/ICL Guide to Institutional Learning, see Dalin, n.d. A summary report of the findings of the IMTEC study at the University of Alberta was available to the researcher but not used in this study (Document: IMTEC Report, November 1980).

the change efforts are first presented, followed by a thematic description of the dynamics involved in the implementation process itself. Chapter VI provides a framework for examining the data in more detail. In Chapter VII the major issues arising from the study are examined with implications identified.

II. Background to the Study

Attempts have been made in the literature to trace the historical evolution of the conceptualizations of organizational administration in general and the process of organizational change in particular. Campbell (1977), in a recent attempt to construct such a brief history, identifies the industrial management, human relations, structuralism and open-systems conceptualizations as the four major themes in organizational administration theory prevalent since the turn of the century. Although these may broadly represent past developments, there are current critics that attempt to point out the inadequacy and ineffectiveness of such traditional approaches to conceptualizing educational administration and change.

One critic of these conceptualizations is Greenfield (1975). He tends to lump together the more traditional views, such as those presented by Campbell, and identify them as examples of "scientific" models of change. The effect of such a dominant ideology, Greenfield claims, is to value the development and application of universal laws that have timeless relevance and are regarded as imperfect only in their degree of incompleteness (p. 60). Substituting the term "rational" for "scientific", Neumann (1979) argues that

> the major failure of the rational model is its assumption that all actors in the organization perceive change similarly. Under this assumption, the perception of change and its processes remained a relatively understudied area. (p. 46)

Those rejecting the "scientific" conceptualizations frequently argue for a phenomenological view that recognizes the absence of fixed ways of constructing the social world. Thus Greenfield claims,

> Our concepts of organization must therefore rest upon the views of people in particular times and places, and any effort to understand these in terms of a single set of ideas, values and laws must be doomed to failure. (pp. 62-63)

The implications for research he identifies as follows:

> The phenomenological view begins with the individual and seeks to understand his interpretations of the world around him. The theory which emerges must be grounded (Glaser and Strauss, 1967) in data from particular organizations. . . . Organizations are to be understood in terms of people's beliefs about their behaviour within them. If we are to understand organizations, we must understand what people within them think of as right and proper to do. Within this framework we would certainly not expect people everywhere to have the same views. In fact, it is the existence of differences in belief structures which provides us with the key to interpreting them. People are not likely to think of their own views

> as strange. Indeed it is only in contrast to other views that we come to understand our own. Theory thus becomes the sets of meanings which yield insight and understanding of people's behaviour. (p. 69)

In emphasizing the inadequacies of existing approaches to understanding educational organizations and the educative process, a dichotomy is frequently identified between the scientific mode of thinking with its emphasis on generalizability and prediction and a more phenomenological mode emphasizing the explanation and understanding of particular events.

As approaches to understanding organizational behaviour, Greenfield tends to impose a dichotomous separation between these scientific and phenomenological orientations. In contrast, however, it seems that a number of current writers on the change process are able to incorporate to various degrees the phenomenological emphasis into a perspective that still values the development of some principles of change that, while not universals in any sense, still promise to increase the probability of successful change when used with discretion and good judgement. Dalin (1978) addresses this issue when he writes,

> It is difficult to derive general principles from a comparison of institutions that change and those which do not change, except in specific contexts. This does not mean that we should not try to derive such principles, but only that at present our knowledge of the change process is inadequate to allow us to do so. For example, it has been suggested that a 'democratic' leadership style is more conducive to innovation than an 'authoritarian' style. This is not necessarily so: some very democratic institutions go nowhere, while some highly autocratic institutions build up a strong staff and an innovative programme.
>
> Does this mean that there is no generalisable and valid knowledge about schools as organisations? A more acceptable conclusion is that there are certain 'rules of thumb' which can be applied to schools as organisations. These guidelines, however, can only be tentative, because the interplay of factors in a real life situation is too complex for any one theory to deal with. Our knowledge is phenomenological, and so any theory has to be a contingency theory. (p. 52)

One long-standing advocate of this newer emphasis is Sarason (1971) who has popularized the notion of the "culture of a school." Closely associated with both teacher education at Yale University and with change efforts in school systems, Sarason claimed that adequate descriptive data was not available on the ways in which change is conceived, formulated, and executed within educational institutions (p. 20). What is needed, he claims, is increased knowledge of the history of the change process within the culture of a school, with specific attention to the views of the

teacher.

The perspectives offered by Sarason are of particular interest because of his tendency to compare the cultural dimension of change in school systems with the cultural dimensions of change in the university setting where, he claims, many of the criticisms of school practices tend to emanate. He recognizes that resistence to change exists in both settings.

By focussing on the need to take into account the cultural dimensions of both types of educational institutions, Sarason provides a common basis for the analysis of change that transcends many of the specifics of either type of institution.

A high level of resistance to change by university faculty has been frequently noted in the literature on change. In referring to this resistance, Spitzer (1979) claims that

> rarely have there been efforts to try to understand it. Indications from [research] are that the reasons are derived from deeply held attitudes and complex motivations, internal forces that cannot be ignored . . . [and] primary among faculty concerns were the lack of incentives for instructional improvement, including such diverse factors as lack of administrative commitment, personal frustration, and perceived lack of concern by students for high-quality instructional programs. (p. 109)

A major conclusion arising from the research on change in higher education reviewed by Spitzer and supported by his own findings was that participative planning for an innovation by the potential users of the innovation had an important positive impact on the ultimate effectiveness of the innovation (p. 109).

One common means of analyzing the change process is to engage in the identification of barriers to change. Dalin (1978) claims that on the basis of numerous case studies on educational change conducted in several countries there are four categories of barriers that have emerged: value barriers, power barriers, practical barriers and psychological barriers (p. 25). In contrast to the traditional views that tended to make the user of the innovation the scape goat for the failure of innovation, Dalin typifies the newer approach to change when he suggests that barriers to change must be evaluated carefully before attempts are made to overcome them:

> Any significant educational change effort will face a number of barriers. If it is to succeed, strategies will indeed need to be developed to overcome **those barriers that can and should be confronted**. It should not, however, be too readily assumed that all barriers should be overcome in the sense

> that the user of the innovation has to change. 'Barriers' may be indicators of basic problems in the innovation itself (e.g. how it is conceived), or in the structure in which it is developed, or in its management. (p. 25, emphasis added)

Further, the concept of barriers is linked by Dalin to the complexity of unravelling meanings associated with particular institutional changes. He continues:

> In a practical situation, it is often difficult to identify the type of barrier that is operating. In many situations, several barriers are operating at the same time for individuals and groups, as well as in the system as a whole. Sometimes, what looks like a value barrier may, for example, be a power conflict in the system. (p. 25)

Another factor that relates to the perceptions of change held by participants is the incentive structure. Dalin claims that, almost invariably, existing incentive structures have a negative influence on the prospects for change (p. 32). Nevertheless, Dalin claims individuals and groups have few problems in changing their roles when they can see profit in it.

> "Profit" may have many meanings. It may mean something which supports their values or their power in the system, or which helps them to fulfil old or new personal goals. What is important is that the individual can have a meaning for himself in being involved in the change effort. There are, of course, situations where personal values and objectives do not fit with those of the larger system. In such cases, conflicts are difficult to avoid and it is not quite certain whether conflicts should be avoided. It is not necessarily healthy to give in easily when facing behavioural changes that one cannot agree to! (p. 35)

As the willingness increases among social science researchers to enquire into the perspectives of people involved in change, there seems to be an emerging awareness of the politics of change. The concept of politics implies a recognition of the importance of the "interaction, interests and rivalry of factional groups . . . especially as the groups compete for resources and attempt to influence and control each other and their own members" (House, 1974, p. 4). On the basis of extensive research within the university setting, Baldridge (1975) claims that university governance is better described and explained by a political model than either of the prevailing models, bureaucratic or collegial, which were frequently accepted as valid. The political model emphasizes the importance of vested interests and protracted negotiations surrounding institutional change.

The concept of the change agent is of central significance to theories of change and although strongly associated with the "scientific" model there seems to be significant resistence to abandoning this concept. Havelock (1973) has provided one

of the most extensive summaries of theory and research on change intended for the change agent. It was already evident to Havelock, however, that the external change agent is hampered without the perspective of insiders. This leads him to recommend the "inside-outside" team approach to managing change.

The role of the change agent takes on special significance when an-organization is viewed as an open system, responsive to the larger social system for providing services that are valued and for which adequate resources are returned to the organization for its continued maintenance. The external demands for change when organizations are viewed in this way frequently clash with the preferences and values of the members within such organizations. It would seem that the resolution of such conflicts is an important task of those administering an institution. Indeed, a combination of "top-down" process which utilizes judiciously the powers inherent in administrative fiat on the one hand, and "institution-based" participatory decion-making on the other, is felt by Dalin (1978) to be necessary for successful implementation (pp. 95-95).

When considering change it seems valuable to recognize different types of organizational change. Giacquinta has identified two types of **planned** organizational change: diffusion and self-renewal. The alternative to such planned change he regards as **drift** (p. 89). There is evidence that interest in **diffusion** (an emphasis on outside solutions to local problems) is giving way to greater stress upon **self-renewal** (an emphasis on internal processes). Certainly, the findings from the Rand Change Agent Study (Berman and McLaughlin, 1976) have cast considerable doubt on attempts to accelerate the diffusion of selected practices in schools by traditional means drawn from the diffusion model. On the other hand, the same study supports the view that when potential users of an innovation are actively involved in making decisions concerning the accommodation of the innovation to the specific setting of a particular school, substantive changes were achieved. This finding has lead Berman and McLaughlin to recommend the practices of "mutual adaptation" as increasing the probability of achieving successful change in educational institutions.

The importance of participation in the formulation of plans for organizational renewal and change is recognized by major reviewers of the research and literature

on change (Bolam, 1977; Dalin, 1978; Fullan & Pomfret, 1977). Nevertheless, such reliance upon the renewal process does not guarantee that important changes are forthcoming. At most it improves the probabilities that changes that are made will be more satisfactory and will have more enduring effect.

Because substantial resistance to change within an organization is a distinct possibility, change theorists continue to emphasize the need for a variety of means for bringing about change. For instance, as much as the available research findings seem to encourage greater utilization of participative change strategies, the imposition of change through mandate continues to be regarded under certain circumstances as a legitimate and morally correct response to certain situations. An example of the latter, as seen by Corrigan (1978), has been American efforts to achieve mainstreaming of handicapped children into normal classrooms. He rejects the option of waiting for internal renewal strategies to achieve such an end. Rather, he claims that such a change is an example of the "rhetoric of human rights" now being written into the legal and legislative structures of the land and defends the action as an example of the use of education as an instrument of social progress (p. 18).

There seems to be a growing awareness of the importance of relationships between attitudes and the achievement of role change on the part of participants in educational institutions. Responses, however, to this awareness by researchers and theorists in the field are found to range from almost total dispair at the prospects for engaging in such change (Giacquinta, 1979) to responses that emphasize the immense difficulties that must be expected while retaining faith that the situation is not without hope (Fullan & Pomfret, 1977; Zaltman, 1979).

Turning briefly again to the perceptions of change by potential users, a number of writers have identified factors related to successful institutional change. Bolam (1978) cites the concerns for perceived relevance, relative advantage of the new over the old, and competitive strength and feasibility of the new innovation. Fullan (1979) has identified nine factors or determinants which have been found to be "consistently related" to whether or not implementation occurs. He claims these determinants are "universally present" in situations of attempted educational change. A summary of the nine factors are as follows:

1. the nature of the attitudes toward innovation developed by teachers on the basis of previous experiences;
2. the degree to which the plan for innovation defines, identifies, and provides for user's role change;
3. the degree to which there is a clarification between the goals to which the innovation is directed and the means of achieving those goals;
4. the provision of follow-up inservice and periodic workshops that relate to implementation problems;
5. the provision of regular small-group meetings in which the process of resocialization is effected through interaction around new ideas in groups;
6. the opportunity to modify and further develop materials;
7. the provision of adequate administrative support in the form of resources and approval;
8. a strategy for dealing with workload; and
9. the provision of a realistic and specific time frame (pp. 44-48).

One means of analyzing institutional change and the behaviors of members within institutions is to focus on norms and roles. Schmuck (1971) claims that norms provide an educational institution with its structure and coherence. Behaviors of members of institutions are guided by commonly shared expectations, attitudes and understandings, which can be regarded as "stabilizers" of organizational behavior (pp. 215-216). Roles, on the other hand, are groups of functions or working actitivites that individual staff members perform as part of their position in the organization. They are patterned and regular because they are guided by the expectations or norms of other participants in the organization. Thus role-taking is viewed by Schmuck as a process of interaction with other role-takers (p. 216).

Gross, Giacquinta and Bernstein (1971) made an intensive study of an innovation requiring a major redefinition of the role of the teacher. In this case the role change to be implemented was largely conceived by change agents external to the instructional setting but every indication of willingness to change seemed to be in evidence initially by the teachers involved. Six months after the introduction, researchers concluded that the degree of implementation was minimal. Reasons given

for the identified lack of success were as follows:

1. the teachers did not have a clear understanding of what was expected of them in their new role;
2. in any case, they did not have the necessary skills to carry out their new role;
3. they did not have the required materials and equipment;
4. the organizational arrangements in the school (e.g. the inflexible timetable) were incompatible with the innovation;
5. there were no feedback procedures to correct these deficiencies; and
6. as a result of these unsatisfactory experiences, resistance to the change developed amongst the staff. (Gross et al, 1971, as cited in Bolam, 1977, p. 243)

Related closely to the concept of role and set within the context of organizational renewal in higher education, a series of case histories of teaming experiences among university faculty is presented by Sikes, Schlesinger and Seashore (1974). They postulate the existence of a "morale curve" associated with four major "crises" in the life of a group and also identify basic team needs (pp. 130-133). They further identify key problems which impede a group from developing into an effective team:

1. Inadequate interpersonal communication.
2. Fragile links between members.
3. Low participation.
4. Insufficient rewards.
5. Poor group processes.
6. Insufficient feedback skills. (pp. 133-137)

Finally, Hall (1978) deals more directly with conditions affecting change in teacher education. In his Concerns-Based Adoption Model (CBAM), he traces the movement of individuals through seven identifiable **Stages of Concern About the Innovation** and eight **Levels of Use of the Innovation**. In discussing this model within the context of change in teacher education, Hall cites research findings that support the following predictable aspects of change:

1. Personal concerns are a very important part of change. It is OK to have personal concerns. It is not OK to put people down for having personal

concerns or to ignore them in managing the process.

2. First use of the innovation will be Mechanical. There are no instantaneous and magical cures for the users in the first cycle of use of the innovation. Chances are, for a while, that things actually may be worse than they were before the change.

3. Change facilitators and experienced users must make a concentrated effort to reach out to new users. Simply saying, "We invited them to sign up" is not enough. It is necessary to go out and get them.

4. Change takes time. The sooner policy makers and administrators recognize that there are no instantaneous cures, the sooner there will be a chance for meaningful change.

5. Different persons need different amounts and kinds of implementation support. Asking those faculty members who always are productive to once again take the innovative lead only allows the rest of the faculty to continue as wallflowers. For the whole institution to grow, the wallflowers will have to grow too.

These points are based on one other assumption that is worth noting: An institution, school, or college can accomplish more results and of better quality if the individual faculty members work together rather than separately. Programs are more than collections of courses. As long as there are only individual proprietors, we will have only a cottage industry, although it may be physically located in one place. This assumption leads to the final two implications of the change process:

6. If the unit manager (dean, department chairperson, principal) does not overtly back the change, then it will not last. In formal organizations, very little will change without the conscious support of the formal chain of command. Resources will not be available; a professor will not be able to teach a needed course; an assistant professor will not get tenure and must leave; the classroom will be no longer available; and courses will not be scheduled correcty. Various supports for lasting change require the unit manager's public and ongoing support.

7. Getting it started does not mean that it will be there in five years. Much of the fun and nearly all of the excitement is in initiating a change. The years of debugging, hand-holding, cajoling, sweating, and crying do not have the same glory as the beginning. Our research suggests that it takes very different kinds of people to start change than to institutionalize the innovation. Very rarely do we find both sets of skills in the same leader. This is one time when it appears that changing horses in the middle of the stream may be appropriate! (pp. 69-70)

III. Design of the Study

A. Objective of the Study

The primary objective of this study has been to investigate, analyze, describe and interpret the processes of institutional change and accompanying role change experienced by eight faculty members involved in the implementation of one phase of a revised teacher education program within the Department of Elementary Education, University of Alberta.

The study was guided generally by the following questions:

1. What changes in organizational structure and roles characterized the innovation?
2. What factors contributed to the degree of support exhibited by team members for the changes undertaken?
3. What were the issues and patterns of interaction found to exist in this case of institutional change that need to be taken into consideration by change agents in other university-based teacher education settings?

B. The Case of Institutional Change

The purpose of this section is to provide a brief overview of the institutional setting and the program revisions that were the focus for this study. Greater detail is provided as part of the data analysis in Chapter IV.

The Institutional Setting

The University of Alberta is the largest of the three provincial universities in the Province of Alberta and the oldest, being founded in 1906. This study was conducted within the Department of Elementary Education, one of six instructional departments in the Faculty of Education, University of Alberta.

The Faculty of Education was established within the University in 1942 and was given the responsibility at that time for all teacher education in the province. The creation of the Faculty gathered under one administration for a time a diverse array of

professional preparation programs from the previously existing teachers' colleges and from those previously existing within the university.

At present the undergraduate enrollment of the Faculty stands at about 3000 students, down from a high of almost 4500 students six years earlier. The decline is generally attributed to the effects of lower birth rates and the stabilization and even reduction of a demand for teachers in parallel with trends in most other teacher education institutions in Western Canada.

Teacher education in Alberta is currently a joint university and college responsibility within the context of official provincial government control. Certification is the responsibility of the provincial Department of Education. Three provincial universities in the province now have responsibility for teacher preparation through to the levels of certification and the B.Ed. degree. Other colleges within the province have the right to offer up to the equivalent of the first two years of the current four-year programs.

In addition to the influence of the provincial Department of Education, the Faculty of Education is dependent upon the Department of Higher Education and Manpower through the University for funding. The Faculty is also influenced in a variety of ways from time to time by two other major educational organizations in the province, The Alberta Teachers' Association (ATA) and the Alberta School Trustees' Association (ASTA).

The Department of Elementary Education has encouraged the experimentation with novel approaches to teacher education from time to time. Two recent approaches that have achieved enthusiastic response from faculty members, students and external clients are the Plan B and the PDAD programs. Both have involved only a limited number of students.

The Department of Elementary Education has engaged in overall program revision at roughly seven to ten year intervals over the years since its inception in 1942. The last major revision occurred ten years ago and provided students with much flexibility in choosing courses and teaching specializations within the framework of a concurrent teacher education and liberal arts post-secondary program. Teacher certification was previously possible after three years of study which included six

weeks of practicum. Students choosing to continue on to the fourth year of study became eligible for the B.Ed. degree. In addition to the four-year concurrent-style program there has also existed the consecutive-style Professional Degree After Degree (PDAD) program for graduates of other faculties. The latter program will eventually be affected by the implementation of the new program but lies beyond the scope of this study.

The Nature of the Institutional Change

In accordance with the time line established by the Department in its original proposal, 1979-80 was the academic year in which the first C & I modules were to be implemented on a pilot basis and evaluated. The following situation was therefore created and became the setting for this study.

A new organizational structure was being implemented in which the traditional subject-centred approach to providing an introduction to teaching methodology was being replaced by a more integrated approach facilitated by a teaming arrangement among faculty members. Both students and faculty were structured by the implementation of the "C & I modules". This study investigated the pilot-phase implementation of the new modules structure.

C. Definitions

The following terms have special meaning in the context of this study:

Revised program, or **new program**: The new four-year B.Ed. in Elementary Education program approved by the Faculty of Education Council in May 1977. The new program incorporated a variety of changes from the previous program including (1) a strong emphasis on preparing the "generalist teacher," (2) an increase from three to four years in the minimum preparation program leading to certification, (3) an extension of school-based practicum to a minimum of thirteen weeks over four years, and (4) the implementation of the C & I modules concept.

Core: A new course component existing within the C & I modules, also known as **Ed CI XXX**, designed to provide instruction relevant to the development of 16 of

the 23 skills or abilities identified by a faculty committee as of central importance to teacher roles in elementary schools.

C & I module: This term refers to either of the two nine semester-hour course groupings in teaching methods offered within the second year of the revised B.Ed. Elementary program. Each of the two C & I modules taken by all students includes four introductory subject area curriculum and instruction (C & I) courses plus the new Core course. The term "course" remains the formal designation of the parts of the C & I module although a blurring of the traditional disparate nature of these course components became a goal of the modular structure. Module activities were flexibly scheduled by the module team within the allocated time blocks. For any group of students the revised program provided for two such modules, each in sequential semesters, commencing in the second year.

Module group: A group of students registered together for all activities associated with a given C & I module.

Module team: A team of faculty members drawn from four subject areas and given collective responsibility for organizing a C & I module.

CI Modules Evaluation Committee: A committee of six members of the Department appointed in September, 1979, to evaluate the implementation of the pilot-phase of the new C & I modules within the revised program. A report of the committee was presented to the Department in April, 1980.

D. Delimitations

The scope of the study was delimited to a primary focus on the eight faculty members involved in the implementation of the new C & I modules in the second-year level of the revised B.Ed. Elementary program and investigation of documents relating to the implementation of the pilot-phase C & I modules program. The primary focus for data collection was limited in scope to the second term of the two-term pilot-phase period (January through April, 1980). The participant-observation approach to data collection was limited to observations of, and some participation with, faculty members in a variety of settings of direct relevance to their involvement in the C & I

modules. Within this framework, the emphasis was placed almost exclusively on the activities relating to the implementation of the new Core component within the C & I modules on the assumption that major role changes were directly related to this new component.

Access was also available to data collected by an evaluation committee, appointed by the Department chairman, which polled student opinion and conducted surveys and interviews with team members on a number of aspects of the implementation process relevant to this study.

The scope of the study has been restricted as far as possible to an analysis of the conditions and processes surrounding the implementation of the modules without engaging in any form of summative evaluation. This study is not an evaluation study. The emphasis on understanding and explaning events that have occurred thus far in the Department's change efforts are recognized to be of potential use to the Department itself in a formative manner in addition to whatever contribution this study may have to the more general development of theory on institutional change.

E. Limitations

The major limitations of this study relate to issues of confidentiality and anonymity. The researcher took into account basic ethical considerations designed to protect the rights of research subjects from adverse personal effects arising from the conduct of research. Discretion was exercised in the use of both desciptions and inferences drawn from the data when the disclosure of certain data would likely be open to misunderstanding or otherwise be judged as potentially damaging to individuals involved.

The choice of engaging in a study of eight faculty members over one academic term has attendant limitations in the amount of time a researcher can become involved in the professional lives of heavily scheduled members of faculty. It was anticipated that the degree of "data saturation" relating to specific team members on issues and events that emerged throughout the study might at times be less than ideal. While efforts were made to achieve as complete data saturation as seemed to be practical and possible, it was anticipated that conditions would not likely guarantee

that the ideal could always be achieved.

Another possible limitation may relate to the incoming orientation of the researcher who shared a strong professional interest in the process of teacher education and had recent work experience in a teacher education institution which had attempted changes similar to those chosen for implementation in this study. (See section at end of this chapter on the researcher.)

F. Theoretical Concerns Relating to Methodology

In choosing a methodology to investigate the process of change, an attempt was made to select an appropriate method for uncovering the deeper meanings that the change experience held for participants. This section addresses the issue of appropriateness of methodology as well as certain issues surrounding the appropriate conduct of a participant observation approach to research.

Conceptualizing Research Needs on Change

Little research has been conducted on change in university-based teacher education to date. What does exist is primarily the self-reports of innovators involved in their own institutional change (Grosenick & Reynolds, 1978), or the results of surveys that by their very nature lack the capacity to probe for in-depth situation-specific and person-specific meanings (Document: IMTEC Questionnaire, 1979).

While innovation in school settings has received much greater attention in recent years, it is clear that substantive differences can be identified between the institutional characteristics of teacher education and those of school settings, making problematic the generalizability of theory developed in one type of setting to the other.

For these reasons it seemed important to approach the study of change in this setting in a manner as free as possible of preconceptions and theoretical constraints, focussing rather on developing an in-depth analysis of this one case of attempted change.

A second issue relates to the importance of the perceptions held by participants in the change processes itself. Recent reviews of the literature on change (Fullan and Pomfret, 1977; Dalin, 1978) suggest that the cognitive orientations of participants have an important bearing on the degree of change and type of changes that may be introduced into a particular setting. This seems of particular importance in an institution where the governance system is largely characterized by participant decision-making and where the participants in change must share the responsibility for the new directions and innovations in structure and process that are implemented.

Thirdly, an ecological perspecitive (Goodlad, 1979) on institutional change seems necessary in view of the complexity of institutional life and the multiple factors, frequently situation-specific, that impinge upon the decision-making and implementation process.

A fourth issue relates to the nature of findings from research on institutional change and the different uses, both practical and theoretical, to which the findings may be applied. To what extent can lawful and generalizable relationships be established among factors associated with change? Are there multiple kinds of knowledge of effective value to practitioners involved in change?

It is within this context that a participant-observation approach to conducting case study research was selected and judged to be appropriate.

Characteristics of the Case Study

The case study is viewed by Gross and Herriott (1979) as a highly useful approach to describing and analyzing the complexities and realities of change efforts in a manner that accommodates the personal, social and cultural factors that influence them. In contrast to other research methodologies, the case study provides for the use of longitudinal data, holistic perspectives and the analysis of the "reciprocal interplay" among a complex set of variables (pp. 353-354).

The findings of this study are assumed to reflect both of the concerns identified by Becker (1968) as characteristic of the use of case studies. In terms of their application to this study they are, firstly, a "comprehensive understanding" of the

change processes and associated environmental conditions, and secondly, a concern for the generation of "theoretical statements" regarding the regularities in social structure and processes implicit in the setting (p. 233).

In attempting to achieve these ends, a particular approach has been selected. In terms of the tri-partite schema of Selltiz, Jahoda, Deutsch, and Cook (1959), the approach chosen for this study may be described as both "exploratory" and "descriptive" in contrast to "hypothesis testing". This has implications for both the use of theory and the nature of findings expected from the study.

The literature on case study methodology as applied to the field of education has expanded rapidly in recent years as a variety of research methodologies originating particularly in anthropology and sociology have become better understood by educational researchers. Adaptations of the newer approaches such as participant observation, ethnography, phenomenology and other qualitative and naturalistic approaches have been discussed in the context of educational research by Cusic (1973), Magoon (1977), Patton (1975), Rist (1975), Scriven (1980), Smith (1978), Stake (1978), Wilson (1977) and Wolcott (1973). These approaches are yielding new ways of conceptualizing the purposes and tasks of educational research as well as suggesting a variety of new techniques available to the educational researcher.

Participant Observer

The methodology of this study can be best described as participant-observation in the sense conveyed by Denzin (1978) when he describes an approach to field strategy that "simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection" (p. 183). From among the four different participant-observer roles identified by Gold (1958), a participant-as-observer role has been adopted for this study. Denzin summarizes the characteristics of the participant-as-observer as follows:

> The participant as observer makes his or her presence as an investigator known and attempts to form a series of relationships with the subjects so that they serve as both respondents and informants. (p.188)

Scott (1968) has made it clear that no single method is to be connoted by the terms "case study" or "field study" (p.262). Likewise, Smith (1978) asserts that no "standard" participant-observation technique exists (p. 328). Rather, a range of procedures and techniques are seen to exist within these traditions, none of which in itself is clearly superior to any other. Within a particular setting, however, and in terms of a particular set of research objectives, one specific approach or technique may promise to be more satisfactory than another (Scott, p. 265).

An important implication of such a view is that a detailed prespecification of methodology is inappropriate. Rather, the researcher must assume responsibility for making ongoing decisions concerning the methodology by taking into account the particular opportunities and matters of relevance that emerge in the course of the study.

In discussing participant-observation methodology, Bruyn (1966) outlines a basic pattern of research activity focussing on the concepts of "discovery", "describing" and "explaining." By **discovery** Bruyn implies that the researcher is able to gain access to the setting in a way that allows for the experiencing of events that are central to the lives of the participants and allows for the researcher to "imaginatively take the role of participants" as events unfold in a social interactive context. The emphasis on **description** derives both from observations and interactions with participants in the setting. The interpretations and meanings that participants bring to the social events and actions in their environment are sought and recorded by the researcher (p. 268).

Bruyn's concept of **explanation** focusses on the "cultural character" of events and meanings which are commonly organized about basic themes and values. As explanation unfolds, Bruyn refers to the creation of a "configuration in action" which attempts to portray a formal design of how subcultures and the organizations expressing them are an interrelated network of life-worlds. Also, attempts are made to portray the central activities and dynamics of the design in a manner which describe basic patterns of action among the individuals and groups comprizing the setting (p. 268-269). The basic strategy for analysis in this study has been guided largely by Bruyn's approach.

The Social Context of Change

The special relevance of such methodology to the study of change in an educational organization is found to be highly relevant when the organization is viewed within a social and cultural framework. Scott (1968) identifies the use of field studies as having yielded "most of what we know today about organizations and the behavior of their members" (p. 261). More recently in a special issue of the *Administrative Science Quarterly* devoted to emerging research methodologies in the study of administration, the editor, Van Maanen (1979a), strongly advocates the "reclaiming" of qualitative methods for research in this field.

Networks of relationships characterize organizations in contast to simple aggregates of persons. The social dimension includes shared values, norms, expectations for members and collectively represents a "culture". Scott (1968) points out that members of organizations are often unaware of their own beliefs and the importance of values and "unconscious premises" that contribute to decison and actions (p. 263). In a related manner, Fullan (1979) has pointed out the significance of attitudes arising out of previous experiences by educators as determinants of different degrees of success in the implementation of change (p. 44). This concern with the cognitive or perceptual world of the participant as an unfolding process of events not only supports the use of the research methodologies chosen for this study but also provides a primary set of guidelines for the development of a rational strategy of research.

Basic principles guiding the qualitative approach encourage the use of interpretive techniques that emphasize meaning as opposed to frequency of events. Through the minimization of artificial distancing mechanisms such as analytic labels, abstract hypotheses and preformulated research strategies, the researcher as "map maker" moves closer to the territory or domain selected for analysis than is possible by more quantitative means. Description is highly valued, emphasizing the importance of the context for actions and attitudes and the perspective on behavior drawn from the originator. Such understandings are not regarded as possible without first-hand intimate knowledge of a research setting (Van Maanen, 1979b).

Nature and Use of Research Findings on Change

The choice of methodology seems also to be consistent with the nature of knowledge likely to be gained from research into institutional change and the probable use to which such knowledge is put. Recognizing that many principles exist in the literature on change, it is assumed that the generalizability of principles to particular situations is never deterministic but rather probabilistic.

The complexity of change situations makes necessary a continuing interpretation of the change environment by a change manager and decisions of a corrective nature on a continuing basis to guide innovative efforts. It is generally recognized that current knowledge of forces promoting and preventing change in educational institutions is not sufficiently understood to the degree that control can be effectively implemented to bring about planned change (Dalin, 1978, p. 36). There is also reason to believe that not every innovation conceived by some change agent deserves to be fully implemented on the basis of a priori assessments and decisions. The existence of some barriers to change may at times prove to be beneficial to the institution in its development (Dalin, 1978, p. 25).

Given the current state-of-the-art concerning institutional change, it is assumed that the concerns expressed by Scriven (1980) concerning the need for a reconceptualization of educational research associated with highly stochastic systems is relevant. Where predition is not possible then an important contribution can yet be made to the body of valuable educational knowledge by emphasizing **explanation** conceived as a post hoc analysis of events, their antecedent conditions, and the nature of the perceived relationships between these. Such an approach, as viewed by Scriven (1980), is comparable in many ways to that of historical research in that the randomness of human events is accommodated and attempts at the explanation of events and recognition of patterns takes precedence over a concern for lawful preditions (pp. 16-18, 30).

The contribution to be gained from such analysis is seen to be primarily of direct interest to practitioners who, with knowledge of particular cases drawn both from their own experience and from the detailed descriptions of the dynamics of other settings, may apply this knowledge to new situations in a manner that is more

suggestive of a craftsman than that of a behavioral engineer.

Dalin (1978) reminds us that such knowledge of change is highly contingent upon the particular set of factors inherent in a given situation (p. 52). The implications of such a view for the potential user of research findings in educational change is that detailed description of settings from which principles are developed is of great importance assessing their relevance to a different particular case. Further, it seems unlikely that research findings themselves will ever replace the largely intuitive knowledge a manager of change must gain in actual change settings if planned change is to be successfully implemented.

In this context it is assumed that detailed analysis of change efforts can provide potential and actual practitioners in the field with, at least, an increment of sensitization to the dynamics of the change setting. Further, it seems reasonable to suppose that more predictive power can yet be achieved in the sense of increasing the probability of success by adequately taking note, as Scriven suggests, of those antecedents that have been identified in the past, then directing efforts within the change setting to maximizing the incidence of those antecedents associated with positive results and minimizing those that seem to have been associated with negative results. In this sense it would seem that the concept of generalization of findings of case studies is not to be discounted.

Generalizability of Findings

The criteria for determining confidence in generalizability of findings from case studies is not unlike that of the more quantitative traditions in the sense that attention to the definition of the unit of analysis and its relations to the larger population has always incorporated the notion of probability as opposed to determinism, and in the case of social science research, there has always been major concern for the degree of similarity between the characteristics of the unit of analysis and those of the existing populations to which the generalization is applied (Algozzine, 1980). To the degree that people are rational beings, existing under similar conditions and with similar cognitive states, it is not unreasonable to suppose, indeed adequate proof

exists to make believers of most of us, that understanding and explanation achieved through the study of one case, and better, a variety of cases, can be found useful to the development and modification of theory in general, and ultimately can be of practical use to the practitioner.

While traditional criteria point out the very real problems inherent in generalizing from case studies, additional strengths of the case study are clearly articulated by Bruyn (1966). Bruyn argues that in addition to theoretic and empirical–statistical forms of knowledge, there exists a form of personal–social knowing that emphasizes personal meanings. The nature of generalizability of such personal knowing is qualitatively different from other forms of knowledge and leads to a greater social awareness created through relevant experience and the sharing of meanings and understanding. In this way, qualitative research is being increasingly seen within the field of educational research as providing a potential means of achieving breakthroughs with respect to new frontiers of practical interest to educators (Stake, 1978; Smith, 1978).

The Use of Theory

In departing from the more prevalent model of educational research, that of theory validation, it is important to clarify the uses of theory in the present study. In examining the concept of theory, the researcher recognizes that the very use of previously defined abstractions or concepts is an example of one elemental level of theory. At the other extreme, a theory of institutional change, if such existed, would attempt to account for the full range of phenomena typically associated with change such that lawful relations could be established for the purposes of prediction and control.

A vast range of elemental theory at the abstraction level exists for the study of institutional change. Terms such as "adoption", "implementation", "barriers to change", and "role behavior" are seen as conceptual tools for communication and as aids in the analysis of data. It is not the intent of this researcher to discard such conveniencies. Rather, a concerted attempt has been made to become aware of the

breadth of such existing theory relating to educational change. Such an awareness would seem to sensitize the researcher to engage in meaningful observation and data collection from multiple perspectives.

At the other extreme, a theoretical model of change, such as the diffusion theory of innovation as discussed by Carlson (1965), asserts a particular set of relationships among a limited number of key theoretical concepts that may or may not be applicable to a given setting. The approach of this case study, to the extent that it is exploratory and descriptive, is not guided or constrained by such higher level theory.

The findings of this study reflect a concern for interrelationships found among environmental and personal variables and their relationships to the unfolding of events. Hence, as far as possible the key constructs leading to identification has been sought from the team members themselves.

G. Data Collection

The data collection period can be said to have commenced informally in September, 1979, when a request was made by the researcher to sit in on the deliberations of the department-appointed CI Modules Evaluation Committee. This was followed by a number of other informal contacts with team members, both in brief discussions from time to time, and as an occasional guest sitting in on the Core presentations being implemented in the first of the two sequential terms of the pilot implementation of the new C & I modules. Once the decision was made to pursue the study a number of formal steps were taken to legitimate a continued presence and events followed a course which is explained in some detail below.

The data collection period can be defined formally as the full academic term from January through April, 1980. It is to be noted, however, that frequent opportunities existed prior to the commencement of the term and continued as well after the end of the academic term allowing for both formal and informal data gathering.

Given the decision to analyze, describe, interpret and explain the events surrounding the implementation of the new modules structure, it became apparent that

primary sources of data would include

1. observations of team members both in team meetings and classroom settings,
2. interviews with the eight faculty members associated with the two module teams,
3. access to the deliberations and reports of the evaluation committee attached to the project, and
4. documents, including committee reports and minutes of meetings, associated with faculty and departmental decisions concerning the implementation and monitoring of the new program.

In attempting to provide an adequate description of the techniques associated with the above procedures, and some rationale for the particular form or use of the techniques, a number of specific aspects of the study are discussed below.

Collection of Documents

Documents relating to the decision to adopt the new program were obtained both from the office of the Dean and from sources within the Department of Elementary Education. A number of these documents are cited in the Bibliography, Unpublished Institutional Documents, and are listed there chronologically by date as a further record of developments in the implementation of this case of institutional change.

Gaining Entry

While still attempting to define a suitable research topic, the researcher has an opportunity to sit in on the early deliberations of the evaluation committee which was formed within the department to monitor the implementation of the new program. This initial informal involvement led to a formally presented request to the evaluation committee to engage in the present study with the cooperation of the committee. The resulting approval provided for formal access both to the ongoing deliberations of the committee and to a variety of data being gathered directly by the committee.

A preliminary proposal was then presented to each of the two module teams (see Appendix I). It requested access to planning meetings, class sessions, and personal interviews. Consideration of this request was formally granted at meetings of the two teams prior to the commencement of the new academic term in January, 1980.

Access to the bi-weekly department meetings and other committee meetings relevant to the proposed study was also approved on a motion from the researcher's advisor at the initial meeting of the Department early in the term.

Irrespective of the apparent freedoms accorded to the researcher on the basis of the formalized entry attempts outlined above, it was continually recognized that genuine entry to the confidence of each participating team member had been and would continue to be an ongoing concern throughout the study. Opportunities for informal contact with faculty members were found to exist in the faculty lounge over lunch, through informal discussions in the hallways and offices, by involvement in field trips and other social occassions hosted by the department, and even through off-campus community contacts.

Interviewing

The approach to interviewing in this study corresponds to a combination of two of three models identified by Denzin (1978). The first is the "unstructured, nonstandardized" interview model of Maccoby and Maccoby (1954) considered by Denzin to be best suited for exploratory studies which seek to gain insight into meanings and the unique ways in which individuals define their world (pp. 115-117). According to this model, no attempt is made to adhere rigidly to prespecified questions or to maintain a specific order among questions from subject to subject.

The second model identified by Denzin is the "nonschedule standardized" interview of Richardson, Dohrenwend, and Klein (1965) or the "focussed" interview of Merton, Fiske and Kendall (1956). According to this model, certain types of information are clearly sought from all respondents but with flexibility provided in the wording and timing of questions so as to promote an environment conducive to

eliciting the perspectives of subjects.

A third model to interviewing identified by Denzin (1978) was examined and rejected as inapproriate for this study. The "schedule standardized" interview consists of a predefined and ordered set of questions to be asked of all subjects. The model is found useful under conditions where terminology is clearly defined, meanings are shared and where equivalence of stimulus is assumed to be possible and desirable as a control on the elicitation of data.

The more unstructured, conversational, and open-ended modes of interviewing expressed in the first two models cited by Denzin were selected because of their flexibility in probing for meanings that were not always evident in the surface communication of observed interactions. While freedom and flexibility was gained by this choice of models, care was taken to reflect upon the caution expressed by Denzin concerning the potential for increased excellence of data when such methodology was skillfully used as well as the ever-lurking potential for disaster when not effectively used.

Interviews commenced relatively informally with no attempt to tape record the first individual meetings with team members. General orientations toward the implementation of the modules were sought through such open-ended questions as "What has been your experience thus far in implementing the modules approach?", or "How do you feel about the potential of the modules in achieving needed change?" Later, interviews were more structured and responses were tape recorded.

Following the first "informal" interview which took place during the first two weeks of the term, a series of three "formal" interviews were conducted with all eight team members throughout the term and in the weeks immediately following. The first such interview attempted to explore the philosophies of teacher education held by individual faculty members. To aid this activity, one section of a questionnaire was utilized that had been completed a few weeks previously by most of the team members for another research project (see Appendix II). Team members, who had kindly retained a photo copy of their responses to the questionnaire for purposes of this study, were asked to explain the differences they perceived between the "real" level of importance they felt was attached by the faculty generally to the given goal

statements for teacher education, as opposed to the "ideal" level of importance they personally held with respect to each goal.

This exercise, together with other questions posed in the first formal interview were designed to be what Spradley (1979) refers to as "grand tour" questions, i.e. questions designed to gain an understanding of the overall conceptual map held by team members. These responses, together with findings of early participant-observations and document analysis provided an important basis for the subsequent structuring of later interviews consistent with the concept and methodology of theoretical sampling discussed below.

The second formal interview was devoted to an exploration of the circumstances surrounding the adoption of the new program. Questions attempted to elicit motivations, perceived benefits, and problems associated with the implementation of the new structure.

The third formal interview focussed more specifically on the role changes caused by the innovation. The perceptions of attitudes were sought, as were the descriptions of actual events and the nature of a range of environmental factors.

Theoretical Sampling

The concept of theoretical sampling is explained by Glaser and Strauss (1967) and is incorporated by Denzin (1978) and other participant-observation theorists as an approach to the accumulation of data in a manner controlled by emerging theory. It addresses the question of to what group or individual one turns to next in data collection and for what theoretical purpose. It is done not only to discover further categories but also to discover the interrelationships leading to a theory (Glaser and Strauss, 1967, as cited in Denzin, 1970, pp. 105-106).

Of particular interest to research into social phenomena and closely associated with the concept of theoretical sampling is the notion of viewpoint or perspective such that multiple views are recognized as always inherent in the interpretations of social events and conditions. Each view is seen as capable of yielding a different "slice of data." Collectively they provide a multifaceted representation of the

underlying reality. The particular selection of such slices of data is dependent on the constraints imposed in the interactive setting, the range of perceived views and significance of the categories that emerge within the setting, and the degree and kind of interaction engaged in between the researcher and participants. In contrast to the degree to which the researcher is "locked in" to a particular viewpoint, or a limited number of such viewpoints, under more structured research conditions (such as the survey), the use of theoretical sampling by a participant observer is afforded a degree of flexibility that yields a potential for a variety and breadth of relevant data not possible by other methods.

The effect of theoretical sampling is to provide a "proportioned view" of the evidence as a result of reconciling a variety of views gained from multiple sources or from the same source over time. Theoretical sampling thus provides a means of attempting to discover underlying causes of variation, to clarify meaning, and is seen to increase the validity of findings.

In applying the theoretical sampling concept to data collection in this study, prepared questions were typically used only as a guide. In adopting the open-ended interview approach, team members were encouraged from time to time through extended questionning to share their perceptions on a range of matters of perceived relevance suggested by the questions.

The use of interviewing together with participant-observation also provided opportunity for a follow-up of events recently observed, for the purposes of checking on interpretations of the meanings of the events observed and recorded, and to gain additional information.

At times the mismatch between the amount of information sought and the time constraints that existed for interviews of faculty members necessitated a priorized truncation of the original set of questions that were prepared in advance of an interview.

Recording Data

A variety of means of recording data were utilized. Formal interviews were typically audio-recorded and then transcribed. Formal observations of team meetings and class sessions typically involved simultaneous note taking. Notes on other informal contacts were made at the earliest possible time (within a few minutes or at most a few hours) following such contacts.

For data recorded in team meetings and classroom settings, a particular approach to note taking evolved. Rather than recording in long-hand a complete description of events and interactions occurring during an observation, summary notes of the observations were made through the use of brief sentences, phrases of conversation, and sometimes only key words, which when jotted down were then used as reminders of the more complete interactions. In contrast to other slower-moving interactions that may be the subject of study in other settings, it was found that the pace of interaction by faculty members, particularly in the team meeting setting, could not be adequately hand-recorded in any degree of detail.

The later reconstruction and typing of field notes not only increased their legibility but also provided the opportunity for early reflection on the content of the observed interaction, thus allowing for some tentative interpretive activity while the data was still "warm". In this context, inclusion of "interpretive asides" as recommended by Smith (1978) was found to be an important first level interpretation of the data. In addition, reminders of various interconnections among the data were also imbedded in the data record for later consideration. Observation notes, however, were always clearly separated from these interpretive asides in the field notes.

Analysis Procedures

Data analysis commenced during the data collection phase of the study, as discussed earlier, to the degree that theoretical categories were identified and used as a guide to the later stages of interviewing.

Following completion of the formal interviews, a systematic review of the field notes was conducted during which an attempt was made to index the various sections

of the the transcripts in such a way that the final stages of analysis could proceed efficiently. To aid this task, a conceptual framework was structured (see Appendix VII). The resulting outline lacked elegance in many respects but functioned to provide conceptual references to the transcripts of each of the eight faculty members.

The eight indexes thus formed were then used in a process that approximates what Smith (1978) refers to as "collapsing outlines." Groupings of specific issues and insights where made at a number of stages of the analysis in a manner that drew together common elements and contributed to the formulation of the major themes and the general pattern of dynamics that were perceived to exist within the change process.

Eventually an overall pattern emerged in the form of a model which seemed to capture the major dynamics of the innovation and provide a convenient conceptual framework for reporting data and discussing the implications arising from the data.

H. The Researcher: Background and Orientation

The decision to engage in this type of study reflected a strong interest by the researcher in examining the processes inherent in program development and implementation within teacher education. It also reflected a growing awareness of the importance of personally-structured perspectives on the part of participants engaged in such program change.

The involvement of the researcher in the field of teacher education spanned five years immediately preceeding the commencement of the doctoral program at the University of Alberta. It is of importance to note that during this period the researcher had worked in an innovative setting where considerable change was introduced over a period of three years. The direction of change was similar in many respects to that being undertaken by the participants in this study: teaming of faculty, delineation of a core of generic teaching skills, and increased field experience.

On the basis of this experience, certain personal commitments developed which were carried by the researcher into the initial phases of this study. These commitment favoured the idea that considerable change in the general approach to teacher education was both desirable and possible and that the increase in time

devoted to practice in classrooms provided a new set of opportunities to be grasped by teacher educators in facilitating the development of fully professional and skillful teaching practitioners.

In addition to the five years of employment in a teacher education institution in Western Canada, the researcher also brought to this study a range of classroom teaching and school administrative experience gained over nine years teaching in the upper-elementary and secondary levels.

IV. Findings Concerning the Institutional Environment for Change

Prior to commencing a detailed analysis of the process of institutional change as experienced by participants in this study, it was judged important to provide a description of the institutional environment or immediate context for the observed process of institutional change. This chapter provides a description of certain historical events and certain continuing contextual and environmental realities which served as background for the later interpretation of data concerning faculty member participants who were observed and interviewed in this study.

A. The Stature of the Department

A variety of information was gleaned from data sources in this study that touch on an "institutional self-concept" theme. Some of the elements contributing to a positive self concept within the Faculty and Department are sketched briefly below.

As the first university-based teacher education institution in Canada to be given exclusive responsibility for all teacher education in a Canadian province, the University of Alberta Faculty of Education has achieved in the past, and continues to enjoy, a high level of status within Canadian teacher education.

At the undergraduate level, which is the focus of this study, the U of A Faculty of Education ranks first in size among a number of teacher education institutions currently operating within the Province of Alberta. It is more than twice as large as both of the other two university-based faculties combined. Current undergraduate enrollment stands at about 3000 students, with an academic staff of 175.

Within the Faculty of Education, the Department of Elementary Education is the largest of six departments both in terms of the number of full time faculty members and the number of students. The full-time equivalent staff assigned to the department was 37.1 for the year of this study. Among the three undergraduate programs administered in the Faculty, approximately one-half of the students are enrolled in the Elementary Education program (Document: University of Alberta, Data Book, August 1980).

The Faculty prides itself on its academic standards. On more than one occasion members of faculty were found to lament the level of performance that many students from other institutions have exhibited upon transferring into the Faculty.

Of particular importance to the Department's self-concept is the fact that a former Chairman of the Department, and later Dean of the Faculty, was recently appointed to the presidency of the University of Alberta. This appointment is the first of its kind for Canadian teacher educators and has been interpreted by some senior department members as symbolic of the coming-of-age of university-based teacher education in Canada.

During the academic year in which this research was conducted, two members of the Department of Elementary Education received unique recognition for leadership and research within their respective fields. One was singularly recognized within the Faculty in 1979 by being the first recipient of a newly created Lecture Series Award. Another member received international recognition when named as one of the first twenty or so members elected to the Reading Hall of Fame (Document: Elementary Ed Newsletter, February 1980).

Additional reasons for the Department and Faculty to maintain a sense of high status within Canadian teacher education relates to the size of the institution and the quality of its graduate programs. Enrollment in graduate programs in the Faculty of Education approaches 350 students a year. Students are drawn from across Canada and around the world. The University of Alberta enjoys with at most two other graduate institutions in English-speaking Canada the highest measure of respect among Canadian educators.

B. Tracing the Formal Development of the New Program

The action initiating the program revision within the Department of Elementary Education commenced in 1975 when a faculty member voiced his concern in the Faculty of Education Council (FEC) concerning the need for a review of existing programs within the Faculty. A committee was struck to assess whether or not program revision should be undertaken generally within the Faculty. An affirmative response prepared the way for the establishment of the Undergraduate Studies

Revision Committee in April 1976.

The USRC and CBSK Committees

The Undergraduate Studies Revision Committee (USRC) was established at the Faculty level with the purpose "to thoroughly examine the Faculty's B.Ed. degree and teacher certification" (Document: USRC, April 1977). The committee was composed of one representative from each of the six teaching departments in the Faculty, plus the Associate Dean (Planning and Development), a secretary and a research assistant. Following a year of deliberations and a variety of opportunities for faculty member input, the USRC presented its report to the Faculty in April 1977.

Contained in the report were a set of eight principles recommended as foundational to the review and recommended revision of the teacher education programs offered by the Faculty. These principles advocated

1. consistency of meaning of the B. Ed. degree across programs,
2. the advisability of maintaining student choice from among alternative programs,
3. attention to developing programs that are satisfying and meaningful to students,
4. the development of attitudes and practices conducive to life-long learning,
5. the achievement of skills and knowledge considered essential to successful teaching,
6. multi-partner cooperation among departments and other agencies involved in teacher preparation,
7. the provision of exemplary modelling of teaching styles and modes in the education of teachers, and
8. the need for continuous monitoring of programs.

(Document: USRC, April 1977, pp. 1-2)

The principles were enunciated at the earliest phase of program review, and were considered to be generally applicable to program development activity in all three C & I departments.[2]

---

[2] See Appendix IV for description of administrative structure of the Faculty.

The USRC report (Document: USRC, April 1977, Appendix II) dealt in some detail with a number of specific concerns which can be viewed in retrospect to be of particular relevance to the C & I modules component of the revised Elementary program. Some of these concerns are summarized as follows:

1. in combating the departmentalization and depersonalization effects of a large institution, the need exists to establish improved relationships between students and the institution (Ibid., p. 5);
2. the need exists for the provision of "basic courses, properly sequenced to ensure mastery of fundamental skills and knowledge and to minimize undue content overlap and serious omission in teaching skills, theory and subject-matter content" (p. 6);
3. the need exists to encourage the development and implementation of program alternatives and innovative approaches to instruction (p. 7);
4. the self-renewal of faculty members needs to be encouraged (p. 10); and
5. the need exists for definition of a core of basic skills and knowledge and its demonstrated provision within all programs (p. 7).

Appendix II of the report expanded upon the theme of a core and attempted to suggest the nature of this special provision under the headings of (1) the teaching experience, (2) communication, (3) skills and modes of teaching, and (4) continuing professional growth. (Ibid.)

Among the motions passed by FEC following the release of the USRC report was a motion recommending that an ad hoc committee, the Committee on Basic Skills and Knowledge (CBSK), be established to "identify the skills, competencies and knowledge essential to teaching, and to recommend ways in which the Faculty might better provide for the learning of these skills" (Document: Faculty of Education, FEC, May 3,6, 1977). The dean was asked by Faculty to proceed with the implementation of the USRC recommendations.

Following submission of the report, the USRC was dissolved. The CBSK committee was struck with a total of 10 members including the Associate Dean (Planning and Development) who was the only member common to both the USRC and

CBSK Committees. The Department of Elementary Education had one representative. Specifically, the committee examined "whether or not the concept [of a professional core] had merit as a separate program component and whether or not the teacher preparation programs were lacking in important skill and knowledge areas" (Document: CBSK, April 1978, p. 2).

Meanwhile, the Faculty found itself under some pressure to move quickly in developing programs to meet the demands arising from new provincial legislation which increased the length of the practicum from six weeks to a minimum of 13 weeks. As a result of this pressure, the Department of Elementary Education proceeded to plan for program revision shortly after the USRC report was received, and consequently was actively engaged in planning while the new CBSK committee engaged in deliberations.

The CBSK report was received by Faculty in April 1978. It supported the earlier concern of the USRC committee for a core of essential skills and knowledge. In the words of the report, prospective teachers were

> to have the opportunity to study and to practice a variety of those teaching skills common to all teaching situations. Such an experience would help the prospective teacher develop a limited repertoire of basic skills and strategies applicable to the classroom situation. (Ibid., Appendix III)

In conceptualizing and presenting the need for a core of such skills, the CBSK committee proposed that it be:

1. centered on the basic generic skills of teaching
2. the equivalent of a six-credit experience
3. taught in such a way as to ensure that students practise these skills and acquire a minimum level of proficiency in them
4. essentially common across the three C & I departments. (Ibid., Appendix III)

These concerns were elaborated upon throughout the report as evidenced by the following excerpts:

> All teachers, irrespective of grade and/or subject placement [are] to have the opportunity of developing skills through practise that are essential to teaching. (Ibid., p. 4)
>
> . . .[3]

---

[3] Ellipses occurring in this manner indicate that more than a few lines of text have been omitted.

> Students should have a series of graduated experiences in the classroom where they are able, in a variety of settings, to develop and to refine skills essential to teaching (Ibid., p. 5)
>
> . . .
>
> Unless teachers successfully master the rudiments of these skills, they will upon entry into their first classrooms, become embroiled in, and perhaps even overcome by, the lower tasks of classroom functioning. If this happens, they will be unable to engage in the higher levels of thought processing or of conceptualizing about what they are doing and thus they will not become fully effective teachers. It is both necessary and possible to equip students with these generic teachging skills. (Ibid., Appendix III)

The essential skills were further conceptualized by the CBSK committee to fall within four areas:

1. classroom management and discipline,
2. curriculum planning,
3. instructional strategies or methods, and
4. assessing and evaluating student behavior. (Ibid., Appendix III)

Within this framework, the concept of skill development was recommended in a manner not dissimilar to that recommended by advocates of competency-based education, although the report was careful not to define its major thrust in those terms. For instance, the committee elaborated on the need to provide opportunities for

> developing some measure of proficiency in each of these [skills] through practise. While the practica will offer at least one assured place for such development to take place, it is the feeling of CBSK that there is the need for students to have on-campus opportunities for practising and refining these essential teaching skills. It is the opinion of the CBSK that students should participate in courses which will require that they demonstrate their proficiency with these skills. This should mean that all students will have experiences which enable them to know the uses and importance of these skills, to identify these skills and to practise them through peer teaching and/or micro teaching. (Ibid., Appendix III)

B.Ed. Elementary Program Planning Committee

Meanwhile, the Department of Elementary Education commenced deliberations on the design of the revised B.Ed. Elementary program early in the fall of 1977 in anticipation of an affirmation by the new CBSK committee of the major thrusts for program change identified earlier by the USRC. The B.Ed. Elementary Program Planning Committee consisted of five members of the Department of Elementary Education and three other members representing the three "Basic Ed" departments (Educational Administration, Educafional Foundations, and Educational Psychology).

The chairman of the program planning committee had also been a part of the administrative structure of the Department of Elementary Education in the recent past and later became one of the two team leaders involved in this study. Three other members of the program planning committee had previously served on the USRC faculty-level committee, Only one of these, however, was a member of the department, the other two being representatives from the "Basic Ed" areas.

The task of this department program planning committee was to carry forward the planning task for the new program in Elementary Education in keeping with the "component model" framework recommended by the USRC report (see Appendix V).[4] The committee was to report by the spring of 1978 (Document: Faculty of Education, FEC, May 3,6, 1977).

An off-campus mini-conference involving the members of the Department was organized by the program planning committee. Held in Jasper Alberta, in October 1977, the conference did much to facilitate the planning process. A number of alternative models for the new four-year program, developed by members of the department, emerged from these discussions (Document: Jenkinson, October 1977).

The planning committee subsequently prepared a proposal for a revised B.Ed. in Elementary Education that became the new program approved by the Department. Of particular importance to the present study was the provision for two nine-credit C & I modules commencing in the second year of the four-year program "each combining four subject areas with core teaching skills and knowledge" to be

---

[4] The component model allocated the 120 credit hours in the four-year program among 4 major components and provided a further breakdown within areas as detailed in Appendix V. Each of the three newly revised programs within the Faculty were expected to conform to the model.

followed by a senior three-credit core component "which would serve to integrate major ideas in Curriculum and Instruction" (Document: Program Planning Report, May 1978, p. 7).

It is to be noted that the new B.Ed. Elementary program provides for core components at two levels within the program. The current C & I modules which are the subject of this study include the first of these core components and were designated officially as a new experimental class, Ed CI XXX.[5] The second provision of a core component, Ed CI XYZ, occurs later in the program.

The new nine-credit C & I modules which included Ed CI XXX were designed to emphasize the new "generalist" emphasis which became of central significance in the revised program. Basic to the concept of the generalist program was the provision that all newly certificated teachers would have introductory methodology classes in each of the traditional eight subject areas. In addition, the new core emphasis would be provided at various points throughout the students' program.

This provision was in contrast to the previous program which provided for more of a specialist emphasis and allowed students to become certified for elementary school teaching with methodology classes in as few as four of the common eight elementary school subject areas. Whereas under the previous program the subject area C & I classes were collectively responsible for providing basic classroom instructional knowledge and skills, major weaknesses were perceived to exist due to the lack of any coordinating mechanism among subject areas resulting in both gaps and duplications of attention to these core areas.

Since the emphasis of this study is on the development and implementation of the C & I modules, it is important to identify their eventual placement within the new program. During the pilot phase implementation the modules were located entirely within the second year of the program, representing a minor reallocation of program components from that given in Appendix VI. Under the pilot phase structure students were grouped in the fall term and continued in the same groups over the winter term. Under the full implementation structure as depicted in Appendix VI, however, the summer break between academic terms would make it less likely for students to

---

[5] The 'XXX' and 'XYZ' designations were used prior to the official assigment of the new class numbers.

remain together as a group for the two successive terms.

The Core Committee

The Core Committee within the Department was formed as a result of a decision by the Program Planning Committee and the Department to proceed with the recommended core component as a program component distinct from the traditional subject area course components. The committee proceeded to develop curricular guidelines for the new core course components under the experimental course designations Ed Cl XXX and Ed Cl XYZ.

The objectives of Ed Cl XXX and XYZ became collectively known as the "23 skills and abilities" or simply the "23 skills". These were conceptualized within a tripartite classification system composed of "preactive", "interactive", and "postactive" skills in a manner suggesting the typical flow of planning, delivery and the follow-up of classroom instruction. The skills and abilities were further coded, as given below, to identify the stage at which they were to be introduced into the core components of the new program. The Ed Cl XXX skills comprising the Core class component within the first term module, are coded as 'XXX-I', second term Ed Cl XXX skills are coded as 'XXX-II'. Those to be included in the later course component, Ed Cl XYZ, are coded as 'XYZ'.

The skills and abilities as formulated by the Core Committee are as follows:

PREACTIVE

1. **Learning about pupils** -- use of records, observation, diagnostic materials (XXX-I)

2. **Selecting goals** -- using curriculum materials and knowledge of children to set appropriate goals for short and longer time blocks; integrating among subjects; priorizing goals; sequencing goals (XXX-I&II)

3. **Selecting materials and facilities** -- applying criteria for materials appropriate to the pupils and goals (XXX-I)

4. **Organizing space** -- planning for the use of the classroom and other space to provide for effective use of the materials and facilities so goals will be achieved (XXX-II)

5. **Developing varied activities** -- assuring a wide variety of activities suited to the pupils, goals, materials, and space (XXX-I)

6. **Planning for group use of activities** -- developing written plans to

assure that activities planned are appropriate to the group, to curricular objectives, and to constraints of time, space, materials, adult assistance, and welfare of other pupils (XXX-II)

7. **Planning for monitoring progress** -- developing procedures for tracking each pupil's growth, gaps, strengths, time use, responsibility, and readiness for next steps (XXX-II)

8. **Planning for time use** -- organizing the day so there is time to complete activities in various areas for various kinds of pupils (XXX-I)

9. **Planning for pupil behavior** -- boundaries and how to maintin them, routines, transitions (XXX-I&II)

INTERACTIVE

10. **Listening** -- attending to pupil talk; interpreting meaning and feelings (XXX-I)

11. **Supporting and Reinforcing** -- providing an emotional climate supporting participation in the activities planned; building rapport (XXX-II)

12. **Clarifying** -- helping pupils articulate goals, and ideas; helping pupils understand how to use existing activities, and to accept responsibility for planning time use (XXX-II)

13. **Creating** -- working with pupils to develop: new learning activites, ways of expressing ideas, ways of solving problems, materials to use, groupings with common goals (XYZ)

14. **Responding** -- helping pupils develop appropriate abilities for independence in learning and working with others by responding to questions, conflicts, infringements on others' rights, and non-verbal cues (XXX-I)

15. **Stimulating** -- through questions, encouragement, and example, encouraging pupils to participate in activities appropriate to goals; leading discussions; and initiating inquiry by focussing on problems and issues (XXX-I)

16. **Grouping** -- helping pupils plan groups and group behaviors for activities suited to cooperative work, dramatizing, music, discussion, . . . (XXX-II)

17. **Presenting** -- building knowledge and skills through oral and AV presentations, demonstrations, explanation (XXX-II)

POSTACTIVE

18. **Self-evaluation** -- developing a self-awareness of one's growth as a teacher, reflecting on and critiquing one's own processes and procedures (XYZ)

19. **Evaluating activities** -- determining the effectiveness of activities planned in light of pupil use of them and their effectiveness in achieving goals sought (XYZ)

20. **Revising activites, materials, space arrangements, groupings** -- using evaluation data and pupil suggestions to decide how to change learning activites, etc. (XYZ)

21. **Recording data** -- keeping files of pupils' work/results, activites chosen and completed, goals achieved, groupings, progress (XYZ)

22. **Communicating with parents and pupils** -- using recorded data to help parents and pupils understand progress toward pupil and teacher goals (XYZ)

23. **Identifying tasks for other adult helpers** -- planning ways for aides, school specialists, parents and older children to help with learning activites (XYZ) (Document: Department of Elementary Education, Minutes, April 11-12, 1979, pp. 12-16)

C. The Teaming Approach

Two module teams of four members each were selected from the eight subject areas that have traditionally provided introductory C & I methods courses in the elementary education programs. Each module group of twenty-seven students was assigned to a module team for the duration of a term after which students and faculty switched as intact groups for the second of the two sequential terms.

Each module team had a combined responsibility for providing an introductory methodology course representing each of the four subject areas from which its members were drawn as well as having a collective responsibility for provision of the new Core course component, also known by the temporary course designation Ed CI XXX. The entire content defined for the Core components over both terms was allocated in two parts to each of the two sequential terms containing the C & I modules. The remainder of the 23 skills were to be the focus of a later core component in the new program (Ed CI XYZ).

Instructional/learning time within the modules was flexibly scheduled in accordance with the nature of the planned activities. For the most part this followed a similar pattern from week to week with flexibility afforded for a reshuffling of instructional periods as required to accommodate special activities planned for the group.

A single classroom within the Faculty building was reserved as a kind of homeroom for the use of the two C & I modules. Classes and related activities were scheduled on Monday and Wednesday for one module group and Tuesday and

Thursday for the other. Within each term the students' total class load was allocated as follows: C & I module, 60 percent; other classes meeting according to standard university course structure, 40 percent. This arrangement provided a special freedom for the module group scheduled on Monday and Wednesday to utilize a relatively free Friday for extra-class learning experiences. The Tuesday-Thursday module group, on the other hand, normally had their remaining classes scheduled over Monday, Wednesday and Friday, and thus had less flexibility for extra-class activities.

Selection of Team Members

The process by which team members were selected for the pilot phase was designed by the chairman of the department to parallel as closely as possible the anticipated ongoing conditions likely to exist within the department. The selection of team members was reported by the department chairman to be free from personal or other special considerations concerning compatibility of members. As such, the administration proceeded to define teams as particular groupings of subject areas prior to the selection of individuals from the areas. That is, Language Arts and Reading were grouped on the same team so as to provide opportunity for integration of these areas if team members were so inclined, as were Math and Science on the other team. In Music and Science staffing problems provided no choice as to which faculty members might be free from other commitments to become involved in the modules. The invited team members from the other six subject areas did have an option to decline involvement in the pilot phase although none chose to do so.

As it turned out, three of the recently active members of the Core Committee found themselves on one team (Team A, as identified in this study), whereas none of the members assiged to the other team had previous direct involvement in any of the committees associated with the current program development. These groupings, regarded strictly as a chance occurrance, became of particular interest later in the analysis of the findings of this study.

Style of Team Functioning

The teams were identified in January, 1979, prior to the September commencement of the two-term pilot phase of the C & I modules. Team leadership was not assigned in advance and no member of the department or faculty administration met with the teams at any point to provide any specific directions to them. An assumption seemed to exist that team members were as aware as anyone in the department concerning the goals and expectations of the new C & I modules. For instance, the department chairman expressed the view that each team of faculty possessed the required expertise, resources and experience to engage in whatever structuring and preparation was required to mount the new C & I modules.[6]

Within the allocated time devoted to each C & I module, teams were expected to provide an introduction to each of four C & I subject areas as well as provide an appropriate emphasis on the 23 skills and abilities recommended by the Core Committee. The allocation of specific skills to each of the two terms (as indicated earlier in the listing of the 23 skills and abilities) was felt to be of practical necessity since the two teams switched module student groups for the second term, and then carried on with the second set of core skills with the other group.

Prior to engaging in analysis of the way in which each team differed in their approach to implementation, a number of specific similarities should be noted. Both teams met a number of times for advance planning prior to the commencement of the first term, and met again, though on fewer occassions, for planning prior to the second term. Both teams scheduled weekly team meetings throughout both sequential terms of the pilot phase implementation. At no time, however, did the two teams ever meet together, nor was there any attempt to structure formal contacts between the teams themselves or between the teams and the department administration over the period of the pilot phase implementation. The creation of an ad hoc CI Modules Evaluation Committee in September, however, did provide some informal opportunity for members of one team to learn something about the progress of the other team. Two members of each team were on the committee in addition to other department members.

---

[6]Personal discussions, March 1980.

As part of the advance planning conducted by each team, timetables were established that allocated time to the four team members on an equitable basis for the introductory subject area course components. In providing for the Core component, both teams adopted a strategy by which different team members were given the primary responsibility for presenting different topics from week to week throughout the terms.

The common elements shared by the two teams thus included similar organizational freedoms and constraints and a general knowledge of the purposes and goals of the new program together with the more specific guidelines prepared by the Core Committee respecting the new Core component.

A major objective of this pilot phase was to attempt to implement the C & I modules under conditions not unlike those to be expected under full scale implementation. For this reason teams were not specially formed with a view to team member compatibility, as noted earlier. The teams were expected to work out the full range of details necessary for successful implementation of the modules within the constraints of their collective personal and professional resources and within the resource constraints provided by the Department and Faculty.

D. Characteristics of Faculty Members Comprising the Module Teams

The characteristics of the teams were found to be of special significance in interpreting many events associated with the implementation process. While further elaboration of team activities is reserved for later analysis, a brief overview of some characteristics that distinguished the two teams is included at this point.

Team A--(Reading, Language Arts, Social Studies, Music)

Formal data collection with Team A commenced on December 14, 1979. A new member had been added to the team to replace a colleague from the same subject area in accordance with the original plan for staffing the team. This provided a rich data-collecting opportunity in the sense that the addition of a new member to an existing team seemed to ensure that a number of issues and concerns would be

raised for discussion to a degree that may not otherwise have been necessary.

Three of the four members of Team A had been members of the department for an extended period ranging from eight through twenty years. A fourth member, the youngest of the group, was in his third year with the department.

This was also the team where three of the four team members had previously served on the department's ad hoc Core Committee. Of these, one was completing his second year in the position of associate chairman of the department and within the team, was identified as its designated leader. A second member of the team had recently been given leadership responsibilities on another curriculum development activity associated with interim program restructuring within the department and had served as a member of the faculty-level CBSK committee which made recommendations for program revision within the Faculty. The third member of Team A had also served on the department's Core Committee and had had some first-hand experiences in novel teacher education programs in the U.S. prior to his recent move to this faculty.

It seemed to be apparent that the three original members of Team A had had substantive opportunity, both on the Core Committee and through other program development experiences, to achieve an in-depth understanding of the purposes and possibilites of both the new core emphasis and general program revision. It seemed reasonable to conclude that the extent of this close working relationship, both prior to and during the pilot implementation, might have some significance to the degree of success experienced by the team.

The two senior members of this triad had participated actively over the years in program development activities within the department. Each had found it possible, for instance, to move directly to full professor status wihin the Faculty on the basis of their department- and faculty-related activities. In contrast, the third member of this triad was clearly motivated to engage in writing and research. Holding a much lower status in rank due to his recent move to the Faculty, this member chose to observe the more established routes to advancement. Achievement of tenure seemed to be an immediate concern of this member.

If the experiences and current professional orientations of the triad, referred to above, seemed to auger well for quality program development and implementation, the addition of the fourth team member for the second term can only have had a further positive effect on increasing the potential of the team to engage in the activites of development and implementation. It was evident upon examination of this member's curriculum vita and through interviews that the new team member had exercised much leadership throughout the province over the years both in subject area curriculum development and fostering teaching skill development among preservice and inservice teachers.

Team B--(Math, Science, Art, and Movement)

The membership of Team B consisted of three longstanding members of the department plus a fourth member who was a virtual newcomer to the department. The member who emerged as team leader was the most senior of the group in terms of years in the department (18 years) and had seen a number of programs come and go as the department evolved over the years. I learned early of his keen interest and involvement in local theatre productions, and his skill at story telling which was known to have captured the imagination and attention of many elementary school children. During the academic term in which data for this study was collected this team member was also actively engaged in coordinating field experiences with students in another part of the program (Phase 2 practicum).

The second member of the team had just assumed responsibilities in January as associate chairman of the department, an appointment which, he claimed, he was somewhat hesitant to accept. As a long-standing member of the department for some 12 years, this faculty member had achieved full professor status on the basis of his subject area involvements, some research and writing and involvement in committees within the faculty.

The third of the more long-standing members of Team B had similarly enjoyed 11 years in the department. At the time of this study he was actively lobbying to save the neighbourhood school from being closed due to declining enrollments. He was

involved in other communicty activities as well, including the scouting movement.

All three of the long-standing department members had achieved full professor status and had been with the Department for from 11 to 18 years. They were generally known to their colleagues as fully capable members of their subject areas. They took their teaching responsibilities seriously and earned their status and promotion through their contribution to teaching and subject area activities, through some writing and speaking engagements, and through their involvement on faculty committees.

The fourth member of the team was on secondment from the Faculty of Physical Education.[7] A number of years of experience as a teacher and his own graduate studies in the general curriculum field made him a fully participating and valued member of the team.

In general, the members of Team B seemed to be strongly identified with the subject area emphasis within the traditional department structure and, in contrast to Team A, had had much less access to the committees that had been responsible for conceptualizing and defining the new program. None had figured prominently in any major program development tasks in the Department within the recent past. As such, they found themselves together as a team with few prior associations that might have affected their ability to work together in implementing the new modules component.

One member of the team, as noted earlier, was in the process of assuming responsibilities as the new associate chairman of the department when the data collection for Team B commenced. This appointment suggests that this team member enjoyed a high degree of respect for his competence and integrity in the eyes of the Department. It must be recognized, however, that in contrast to the former associate chairman (member of Team A) this team member would only now be commencing a period of significant involvement in the department administration.

---

[7] A cooperative arrangement existed between the Faculty of Education and the Faculty of Physical Education whereby all of the classes in Movement Education within the Faculty of Education were taught by faculty on loan from Physical Education. In virtually all respects these faculty conducted themselves as fully-participating members of the the Faculty of Education.

E. Program Structure and Related Role Change

The new C & I modules structure and associated role change of faculty members provides the focus for this study. The extent of role change demanded by the implementation of the new structure can be seen, at least roughly, by examining the set of conditions associated with the implementation of the C & I modules. These conditions include:

1. the grouping of students into class units that have continuity from class to class within the full nine credit-hour module within a given term and the possibility of continuity of the same student groupings over a second nine credit-hour module in the following semester;
2. provision of homeroom space for module groups such that all courses not requiring special laboratory environments are conducted in the homeroom;
3. freedom for faculty members to adopt whatever team structure and operating style they would find useful and appropriate to plan, execute and evaluate the instructional learning activities within the module;
4. freedom to interpret the Core curriculum both individually and collectively as a function of the perspectives traditionally held by team members and the emerging perspecitves arising from interactions among team members;
5. freedom to utilize whatever resources are known to team members for implementing the Core curriculum as defined by the "23 skills"; and
6. freedom to evaluate the learning of students in terms of specific objectives defined within each module team.

Further clarification of the conditions associated with the implementation of the modules is possible by identifying some of the structures that could conceivably have been imposed and are known to be implemented within other institutions but were not implemented in this case:

1. no leaders were assigned to module teams in advance, rather, such structure was allowed to emerge;
2. no formal liaison was established between the two teams;
3. no formal liaison mechanism was established between teams and any

administrative or coordinating offices;[1]

4. no detailed specification of Core objectives, say, in performance terms, was attempted by the department beyond the general statements of the "23 skills" formulated by the Core Committee;
5. no attempt was made to prescribe or recommend a set of instructional resources for use by teams (although some advance work had been done to set up some resources for use by the module instructors);
6. no specific expectations were defined for student practical experiences, either on-campus or off-campus;
7. no guidelines were established regarding the number of hours of class and/or lab time for the modules;
8. no externally or commonly defined criteria were established for evaluating and grading students; and
9. no attempt was made to ensure continuity from year to year in program style other than that accumulated through experience on a personal basis by team members.

The CI Modules Evaluation Committee

The pilot phase implementation of the new C & I modules was monitored by the department through the establishment of the ad hoc CI Modules Evaluation Committee. The committee was comprised of two members from each team plus a fifth member who co-chaired the committee along with the former associate chairman of the department. A number of graduate students were also involved in collecting data and preparing the report which was submitted to the department at the conclusion of the second term of the implementation.

---

[1] While the CI Modules Evaluation Committee did provide some links with these teams, the committee was not part of the continuing administrative structure.

The existence of the committee had a pervasive influence in the pilot implementation phase. Team members were asked to keep logs of the time devoted to different aspects of their module activities. In addition, a variety of people were engaged in data collecting activities during this period. This study was also conducted under the umbrella of the CI Modules Evaluation Committee although no direct contribution was made to the committee report formulated at that time.

F. Summary

The setting for the innovation was a faculty of education which has enjoyed considerable stature in teacher education, both nationally and internationally. Faculty members were well qualified by Canadian standards and those involved in this pilot phase implementation were generally well experienced and had achieved advancement through the professorial ranks at normal or above normal rates. The stature of the Faculty of Education, and the stature of many individual faculty members within the department, suggests that faculty members might be expected to approach this innovation with a degree of care and professional insight that might be exceptional in Canadian teacher education.

The initiation of the program revision exercise occurred at a time when the teaching profession in the Province of Alberta was lobbying for fundamental changes in methods of teacher education and the public generally across Canada and the United States was demanding a greater degree of accountability on the part of classroom teachers.

The initiation of the innovation examined in this study seemed to follow the traditional form of university decision-making in that the initial concerns arose from faculty members themselves. Later, opportunity existed for participation by faculty members in the formulation of program change proposals as well as participation by external client groups. Faculty members also participated in the process of approving the recommended program changes.

An immediate reason to revise faculty programs was provided by an act of government legislation affecting the length of pre-service teacher education (up from three to a minimum of four years) and affecting the nature and form of teacher

education experiences (the amount of school-based experience was increased to a minimum of 13 weeks from the earlier 6 weeks).

The Department had engaged in efforts to develop alternative forms of the undergraduate program from time to time. Two alternatives, Plan B and PDAD, were operating successfully within the department at the time of the program revision activity.

It was clear that Faculty members believed that the new dean of the faculty, who assumed office early in the program revision process, wanted to see change come about. A considerable degree of support for initiating the change process was evident from the dean's office. Part of the 'deal' worked out by the faculty administration and the provincial government, for instance, was the funding of a considerable amount of research. This research investigated the perceptions of teachers and the public, generally, concerning what ought to constitute quality teacher education.

The recommendations of the two major faculty-level committees (USRC and CBSK) concerning goals to be achieved through program revision seemed to be very similar to the high-priority goals of the external groups reflected in the formal studies. While the committees had completed their tasks prior to the formal publication of the research reports, the agreement between faculty committee recommendations and findings of the formal studies suggests that the need for change demanded by external groups and the directions for such change were quite clearly evident to the Faculty.

Faculty-level committee recommendations and external opinion seemed to strongly favour increased skill development on the part of teachers as exemplified by phrases such as "mastery of fundamental skills" (USRC) and "insure that students practise these skills and acquire a minimum level of proficiency" (CBSK). This competency-orientation was being recommended at a time when much public and professional debate existed across North America on competency approaches to teacher education with the tide generally in the direction of greater attention to competency-based approaches.

The faculty-level committees also recommended increased attention to a variety of other goals including:

a. the maintenance of student choice within programs;
b. the increasing of meaningfulness of program experiences and student satisfaction with programs;
c. the increased use of exemplary models of teaching within the Faculty programs;
d. an increase in the opportunity to develop skills through practice both on campus through peer- and micro-teaching, as well as through graduated experiences in the classroom; and
e. greater attention to and clear definition of a central core of skills and knowledge for all students in all programs.

Government legislation was enacted and new certification requirements for teachers came into effect somewhat prior to the the full readiness of the Faculty to adopt revised programs, necessitating a period of stop-gap program adjustments and measures.

The timing and nature of the introduction of many of these program changes suggests that the Faculty was not particularly in the forefront of the prevailing trends within teacher education toward greater field involvement and explicit skill development as a general teacher education strategy. The timing for program revision, however, did conform to a long-standing tradition of major program change occurring at roughly ten-year intervals within the Faculty of Education.

The Department of Elementary Education had one representative on each of the USRC and the CBSK committees. The department representative on the former committee had had previous experience in both of the earlier experimental programs within the department. The department representative on the latter committee later became a member of the C & I module Team A.

The more intense planning involvement of department members commenced with the department-based B.Ed. Program Planning Committee, comprised primarily of department members together with a minority of external members. This committee was chaired by the associate chairman of the department who later became a

participant in and the leader of Team A.

The program planning committee developed a program emphasizing the ideas of "integration" and the "generalist teacher", concepts that were not particularly evident among the recommendations of the faculty-level committees. Considerable opportunity was provided for department member input into the initial formulation of department plans.

Attention to demands by external groups for increased attention to skill development resulted in the formulation of the "23 skills and abilities" which became the content of two new course components referred to frequently as Core (Ed CI XXX and XYZ). Compulsory course offerings were expanded so that all prospective teachers were required to gain an introduction to teaching methods in all of the elementary school teaching areas.

A major departure from previous practice existed in the creation of the C & I modules in which two teams, of four faculty members, each collectively had responsibility for four of the eight C & I subject areas along with the new Core component. The new C & I modules became the vehicle for attempting to achieve more effectively many of the newly affirmed goals. Other parts of the program, undergoing revision and beyond the scope of this investigation, were also responsible for realizing newly affirmed program goals.

Faculty members chose to approve the recommendations of the committees at virtually all levels and stages of development, resulting in the feelings expressed by some that full understanding of the program and its implication had not been fully achieved by many members of the department. As implementation became more imminent, there were increasing feelings of unease among department members.

Two teams were named by the department chairman to introduce the C & I modules on a pilot basis. The teams were created according to considerations of subject areas and their relationships to one another rather than, say, the characteristics of personnel who would be teamed together.

One team consisted of three faculty members who had been much involved in advance planning of the modules and the new Core component. The fourth faculty member was replaced between the two semesters of the pilot implementation. The

other team consisted of four faculty members who had not been centrally involved in any of the committees preparing the new program.

From a structural perspective, there were no new administrative patterns or routines implemented formally in the department which were designed to provide direction, supervision, or monitoring of the new C & I modules. Faculty were free to interpret guidelines and exercise discretion in the specific means of implementing the modules.

A CI Modules Evaluation Committee was established, however, on an ad hoc basis including representation from module groups and other department members external to the teams. This committee was found to have a type of Hawthorne effect on team members in the sense that they were much aware of the significance of the pilot phase implementation for the rest of the department and in the sense that formal reports were forthcoming at the conclusion of the experimental year.

V. The Dynamics of the Innovation

In this chapter, the emphasis shifts from the more formal description of the conditions under which the new program components were implemented to a focus on the perceptions of team members engaged in the process of program implementation.

The organization of the chapter provides for a progression from a concern for the more external pressures and activities relating to change toward the more immediate concerns of faculty members actively engaged on a day by day basis with the implementation of the modules.

The data presented in this chapter were gathered from faculty documents as well as through the participant-observation style of data collection chosen for this study: primarily observation and interviews. Most of the data reported from the latter sources are provided in interview transcript excerpts in an attempt to preserve as much as possible the full impact of the perceptions communicated by team members.

A. External Forces for Change: Those External to the University

While government legislation may have been regarded as an immediate cause for the restructuring of Faculty programs, close attention revealed that a number of related factors were at work in the larger social and professional environment. This section documents the existence of external forces for change originating beyond the Department of Elementary Education and includes those forces found to be at work elsewhere in the Faculty of Education as well as beyond the Faculty in the larger community.

Role of the Teachers' Professional Association

As early as 1971 the Alberta Teachers' Association (ATA) was lobbying for changes in teacher education. In a submission to the Minister of Education, the ATA recommended that a "substantial period of internship be included as a part of the bachelor of education degree program as an initial requirement for certification" (Document: ATA, November 1971, p. 3). The ATA engaged in some data-gathering

from within its membership and published its findings in two reports entitled, "Teachers' Evaluation of their Preparation for Teaching" (Documents: ATA, October 1972; ATA, November, 1974).

In 1972 the ATA reported that practicing teachers believed "more student teaching and internship would do most to improve the preparation of teachers" (Document: ATA, October 1972, p. 15). In the 1974 follow-up study, the ATA attempted to identify program components that needed greater emphasis. Of 37 topics included in the ATA study, the greatest number of teachers identified the following topics as "not given adequate time or emphasis" in their professional preparation:

1. practice in classrooms, 54%;
2. advice and assistance from faculty members, 51%;
3. courses in curriculum and instruction or methods, 47%;
4. observation in classrooms, 44%; and
5. training in identifying and dealing with pupil problems, individual differences, learning disabilities, problem children, 41% (Document: ATA, November 1974, p. 6).

The impact of such external demands for change is reflected in a paper presented by one of the assistant deans of the Faculty some time after change was underway, as follows:

> Now that the period of phenomenal growth in various sectors of our economy has passed and university education--particularly teacher education--no longer guarantees a job let alone success in the position obtained, univerisity programs including teacher education programs have come under increasing scrutiny and criticism both from without and within.
>
> Dissatisfaction expressed by a more critical clientele and by less easily appeased educational organizations in the environment--the provincial teachers' association, the trustees' association, the Board of Teacher Education and Certification, and government education departments being the most vociferous--have caused us at the Univeristy of Alberta to examine various aspects of our teacher preparation program. (Document: Ratsoy, March 1979, pp. 1-2)

The Changing Role of Teachers in the Field

While a "more critical clientele" doubtlessly existed, as noted above, other fundamental changes were also at work in the schools and their communities. A lowering of birthrates and major shifts in population, primarily from rural to urban centres, were causing an increase in the number of multigraded classrooms throughout the province. Meanwhile, a teacher oversupply had developed resulting in lower than usual staff turnover. This seemed to emphasize the need for teacher flexibility and brought into question the idea that teachers at the elementary grade levels should be prepared as subject area specialists.

Forces for Change within the Faculty of Education

The Faculty was also interested in change. It had been lobbying for an extension from a minimum three year requirement for certification to that of four years, i.e. the full B.Ed. degree. Legislation was enacted requiring both an extension of pre-service teacher education to four years and a minimum of 13 weeks practicum in school classrooms. This was perceived by many faculty as a compromise in which both the Faculty and the ATA achieved long-standing objectives. The ATA gained through enactment of the legislation in the sense that more of the prospective teacher's preparation would be in the schools under the influence of "the profession". The Faculty gained in the sense that the extension of preparation time to four years was achieved at a time when enrollments within the Faculty were down from previous years.

Other External Political Realities

A president's inquiry into the teacher education program within another provincial university was conducted in the mid 70's. This was found to cause anxiety at the U of A as well, particularly when the ATA made a public call for similar inquiries to be mounted into all provincial teacher education programs. According to the associate dean, this form of external pressure on the Faculty was also

instrumental in the Faculty choosing to proceed with a thorough internal review of programs.[9]

Other factors perceived to be related to bringing about change included the person of the Dean. A new Dean of Education was appointed just prior to the establishment of the Undergraduate Studies Revision Committee (USRC). It was a perception of some faculty that the Dean was anxious to see significant changes come about in Faculty programs. One team member expressed the following view:

> R[10]: The Dean has been very adamant in making changes. He thought it was necessary, and felt it was necessary throughout the whole faculty, not just in any one particular environment.

This respondent, however, couples this assessment of the Dean's interest with the external pressures for change, when he continues:

> So there's been a strong encouragement for change from elsewhere, although, in fact, the form of the changes has been the product of department deliberations, recommendations and so on--almost reactive, however.
> (Interview Transcript #8[11](520,528))[12]

The relationship implicit in this response between the Dean's promotion of change and the external forces is worthy of note. This respondent seems to imply that the role of the Dean in promoting change may have been largely political, motivated by external demands. Indeed, the degree to which the program revision might be considered reactive became evident as Faculty research findings into field perceptions of Faculty programs (and specifically, the field experience portions) were made public in 1979.

The general feelings reported above that were expressed by team members towards the external demands for change were clearly consistent with the findings reported by the authors of an evaluation report in 1979 (Document: Faculty of Education Program Report #4, March 1979). Further, the impact of these external

---

[9] Address to graduate students, November 5, 1979.
[10] Respondents are denoted as "R"; the interviewer is denoted by "I".
[11] Twenty-two interviews were audio-recorded and later transcribed. These were ordered chronologically and are identified simply on the basis of their order in the sequence. More specific identification of respondents is made from time to time on the basis of team membership where this is judged to be important in clarifying general perspectives of the teams. In general, however, the identity of the participants is not revealed any more than is necessary throughout the study so as to respect, as far as possible, the anonymity of respondents expressing personal viewpoints within the identifiable institution.
[12] The numbers within the inner parentheses identify the line numbers of the typewritten transcript from which the excerpt has been drawn.

demands in promoting change within the Faculty is underscored by a statement appearing as a final summary statement in a paper entitled, *External Evaluation of Teaching Skills Development in the University of Alberta Teacher Education Program*:

> A prime objective should be to ensure that the change which others see as necessary is given serious attention and that the most promising of these are implemented. (Ibid.)

The formal changes in Faculty programs not only involved more practicum, but were ostensibly designed to accommodate, among other things, the USRC recommendations calling for increased attention to a better defined core of knowledge and skills and the self-renewal of faculty. This emphasis seemed to be a clear response to messages received from the field that a more effective approach was needed in the pre-service preparation of teachers.

For team members engaged in the pilot implementation of the new C & I modules, a "general feeling" was found to exist that current changes were reflecting a public demand for change, as evidenced in the following interview excerpt:

R: I suppose the push here was brought about by the larger community. Probably by our recent graduates, or maybe not so recent, who said, "When we get out there, we really don't feel that we're specialists at all. We're teaching almost everything and there are areas that we don't feel very well prepared in." And so I suppose that would be the pressure to do some of the Core-type of things.

I: How was that information reflected back to you?

R: I suppose in--I'm not sure there was anything formal--our contacts with the field and the changing qualifications that teachers have out there. It used to be that they would only do part of their B.Ed. and then they would come back and we would have contact with them before they finished their degree. Now generally we don't. We train them all the way to the end of the fourth year and then our only contacts--I'm wondering how formal it is, I suppose--are teachers' conventions, institutes, very short term contacts like that. But I don't think it's even there that much. I guess it's just information that somehow filters back.

I: Have you been receiving any of this information in this way?

R: Not very directly, no. So, I suppose, it would have to be more what the faculty and colleagues in the department keep on saying what they hear, or what they perceive, out in the field. . . .

We have always known, of course, that most teachers teach everything. I think we were pushed with the idea that the subject areas were rather important and that we should be training people to provide leadership within these. So that even though a teacher might be [one of], say, eight teachers in a school and each one of them teaching everything, one of them might give some leadership, be up on recent developments in the subject area.

(Interview Transcript #11(29,82))

This respondent identifies here a major shift in goals between the traditional program and the new program. The concept of the subject specialist had been accepted in past years as a valid goal in the preparation of elementary teachers. This assumption was challenged and the need asserted by external groups for a program where breadth of expertise and flexibility in adapting to changing conditions would be provided.

Another factor which seemed to prompt some action toward major revision was found to be the existence of the Elementary Integrated Program, Plan B. This alternative program had coexisted for almost a decade with the regular B.Ed. Elementary Education program (Plan A). Involving a maximum of 35 students and utilizing four faculty members on a cross-departmental basis, Plan B accommodated both a teamed approach among faculty and a strong commitment to theory-practice integration with time equally divided between faculty course work and field experiences (Document: Walker, November 1980). Although this was an Elementary program, it involved only one member of the Department of Elementary Education per term teamed with three other faculty members from the "Basic Ed" departments.

Although Plan B had existed for some time as an alternative Elementry program, some resistance to the program had been found to exist within the Department. This is summarized by Green and Lumby when they reported that "the elitist attitude associated with participation in Plan B is, for the most part, destructive and damaging to Faculty." (Document: Green and Lumby, 1977, p. 9)

Its existence, however, was found to have had an indirect effect on the external pressures for change. The associate dean, for instance, stated that the Plan B program was well-received in the field and he claimed to have been told by school administrators that "You could tell a Plan B student as soon as they walked in the door for an interview".[13]

---

[13] Address to graduate students, November, 1979.

Role of the Committees

When examining the process of program change from the perspective of the Elementary Education department, it seemed approprite to include in a listing of "external" pressures for change those perceived to be coming from sources within the Faculty, though still external to the department.

While it is beyond the scope of this study to investigate the degree to which lobbying by client groups exerted an influence upon the committees formulating the USRC and CBSK recommendation, there is evidence that the recommended changes were clearly in line with much public opinion on needed changes. It seemed apparent that the faculty-level committees provided an interpretative and mediating function in bringing to the attention of faculty specific needs for change. Additional expectations reflecting broader Faculty opinion regarding perceived needs for change in the C & I programs were, of course, also included in the recommendations.

Among the major forces for change felt by the Department were the recommendations of the USRC and CBSK committees. The acceptance of these reports by the Faculty as a whole followed upon opportunities for faculty members to examine, react to, and propose changes to the recommendations. Members of the department participated in the acceptance of the recommendations through the normal decision-making processes at both department and faculty levels.

Having established the goals and principles in this manner, there was a clear indication that the department recognized these statements of goals and principles of program reform to be generally binding upon the department. One team member expressed his views on the impact of these external pressures as follows:

I: To what extent, then, is the present form of the new program in the Elementary Ed Department a result of specific directions that came from the USRC and the resulting CBSK? Do you feel that the Department itself basically implemented the kind of program they wanted or was it to a degree being influenced [from outside].

R: I would think the majority of the Department members probably feel that they were forced into a mold by what had gone on. There were obviously one or two members in each department who were on those initial committees--although I don't know--possibly even someone from the teachers' association or a government committee making pushes in that direction. But I think for the majority of staff they would feel that they were pushed into a particular kind of program **with which they generally agreed**.
(Interview Transcript #11(371,386))

A question can be raised concerning the degree to which faculty members "generally agreed" with implemented program changes. On the one hand there was evidence that faculty members recognized the legitimacy of external pressures for change.

R: We keep saying . . . that we're responding to pressures from the hiring agencies to prepare generalists and I'm not in disagreement with that. . . . We have a responsibility to respond to the pressures brought by the ATA and the rest of these organizations.
(Interview Transcript #2(396,401))

On the other hand, it was apparent from time to time that the external demands were forcing the department to modify and abandon what seemed to certain members to be very good practices already installed. One of these practices involved a practicum in the music area, as explained by a member of Team A.

R: We came under more pressure to increase the practicum, and as the ATA insisted, practical credit could only be granted for 'real' experiences in real classroom situations. Like, I don't know if you're aware, [a member of the music education area] operates this music class--brings in kids off the streets, has his kids teach them here in the building without any classroom teachers being around. They can't possibly be given credit for practicum.

. . .

R: It gets right at this business of the practicum operating as a conservative element in our program, because it sure as hell does. Everytime we send our kids out to the schools, they come back saying, "My teacher said learning centres never work. You guys are a bunch of misleading airy-fairy idealists." And yet, you know, we can take them into the schools in the city where it is being demonstrated, show them films of teachers who are using it effectively with kids. That never outweighs the direct experience that they have when they go into the classrooms.
(Interview Transcript #5(92,110))

Conflicting Perceptions on the Effect of External Forces for Change

The suggestion that the Faculty and Department were reacting to pressures from elsewhere rather than assuming the initiative for change seemed to be somewhat of a sensitive point. One member of Team B, in my first interview with him, responded as follows:

R: The outside push is for more change than most of us would like. . . .

I: You're talking about outside pressure for change. . . . Where is it coming

from?

R: Oh, well, I really don't feel there is a lot of outside pressure. I think you realize that we have some goals that we'd like to get to. . . . That type of pressure, I suppose, is there, and even there, some of us either are resisting or dragging our feet a bit.
(Interview Transcript #3(183,201))

One respondent who participated in the early faculty-level committees perhaps expressed the ambiguity over external versus internal forces best, as recorded below.

I: Why did [the Faculty] engage in change?

R: I don't know why we engaged in the last change. I mean, I know where it came from and I also know the results. I know that it has triggered some things. I suppose we always change because we are dissatisfied. But I'm wondering in my own mind, if the change in terms of delivery, because that is really what is being done, will in fact change the end product. And I'm not sure why we changed. . . .

I: Was the change in legislation with regard to practicum the major influence?

R: That was the major influence.

I: And was that interpreted, however, to signal the need for more change in delivery than what would have been necessary to simply deliver on that?

R: That's what I think. I think that many people hopped on that as a time to change. And I guess I am questioning at this point whether that was necessary. And whether a change in delivery to facilitate the extended practicum might not have been better, and then at some future date have looked at the product once again and said, Okay, now let's move with the next step, rather than incorporating it all.

Now that we've got all this chaos, all this change, I'm not sure what you can point to that has made the difference, if in fact it will make a difference.
(Interview Transcript #8(478,515))

The message seemingly conveyed here is that, yes, there were outside pressures for change. However, the extent of the response from the faculty and department may be questioned in view of the degree of change actually demanded from external groups. The frustration exhibited by this member seems to be directed more to forces within the faculty, and seems to imply that faculty chose to respond inappropriately to the external demands for change.

These same sentiments are expressed by another member of the department as follows.

R: Well, if I had to opt for one or the other, I would opt for fewer changes. Simply because my impression, and it's not very learned--simply gained at coffee, lunch, hallway discussion--is that a lot of people are looking at their teaching load, for example, or their teaching responsibilities for next year, and have looked at it this past year and said [of the upcoming changes], "Oh, is that what that means? Is that what that means to me?"

. . .

R: I think back to . . . a Jasper seminar. At that time . . . we were responding to suggestions from the Associate Dean and his committee as regards direction. I think that there was probably adequate time for discussion of the changes. I don't think that some of us understood the application or the significance of the change.
(Interview Transcript #2(232,275))

The concerns raised by these respondents focus not only on the appropriateness of the response by the Department but also on the degree to which department members were really aware of the implications of the changes being implemented. Committees were primarily responsibile for formulating recommendations, and although there was ample opportunity, it appeared, for faculty member participation, a large number of faculty were being described here as not fully involved, informed and committed to the form and direction of change.

B. Goals: Formally Stated

As noted earlier, the Undergraduate Studies Revision Committee (USRC) and the Committee for Basic Skills and Knowledge (CBSK) performed a function of interpreting both the external and the internal demands for change under the chairmanship of the Associate Dean (Planning and Development).

Both of these committees dealt at length with program goals. Similarly, the Department's program planning committee was quite explicit in formulating program goals, and presented their goals to the Department at an early point in their deliberations, in May 1978, as an interim step toward the development of their final program recommendations which was forwarded for approval in 1979.

In addition to providing a basis for examining the degree of implementation actually achieved, the focus on goals has provided a means for gaining insight into the perspectives of participating faculty. However, before analyzing team member expressions concerning their own goals and their judgements concerning the Department's general commitments to certain goals, some findings will be presented on goal commitments that emerged from the documents relating to the formal development of the new program in general and the new C & I modules in particular.

A more complete decription of the specific goals formulated by the various committees was detailed in Chapter IV. In this section a few basic themes only are

selected for further discussion.

Knowledge and Skills

The goals enunciated by the Department's program planning committee were delineated quite clearly in the committee's report and have been examined already in some detail in Chapter IV. Of these a general concern for knowledge and skill acquisition was found to emerge. Phrases found in these documents which demonstrate the concern of faculty for academic excellence include the following: "be well-informed", "competent", "have experienced the challenge of in-depth academic study", and "know the important ideas".

As with the earlier recommendations of the USRC and CBSK reports, the concerns for skill development in addition to the knowledge base is also reflected. This is evident through the use of phrases such as "know how to diagnose. . . , to plan. . . , [and to] execute the plan and evaluate", "be a skillful practitioner", and "be able to effectively communicate" (Document: Program Planning Report, May 1978).

A clear call was evident from the field and from the faculty-level documents for greater emphasis upon teaching skills. The response of the department to this call, as noted in the last chapter, was to formulate the list of "23 skills and abilities" that came to constitute the new class components Ed Cl XXX and Ed Cl XYZ. Since these were only outlined briefly, a considerable range of interpretation could be made concerning the particular learning outcomes that might be expected from their use. One of the team members expressed the following view:

I: Have we done an adequate job of structuring the content of Core?

R: Yes, that's again still highly experimental. We have a well-articulated series of 23 skills as you know . . . but taking those conceptions that have been clearly identified . . . the real job of individual staff members is in implementing a phrase like "creating" or "planning for monitoring student progress"--a phrase and a one or two sentence caption. The real job is . . . to be able to interpret and implement and to articulate it with what's going to happen in Ed Cl XYZ. That's going to take a number of years to refine that.

. . .

I know a [team] member who is highly concerned and upset--always shaking his head, saying, "I wonder what they meant?", or "What am I supposed to do with this skill?" . . . This same member was also highly

concerned as to what were the specific goals of the module program.

My feeling is that you are going to have interpretations even in well circumscribed areas. . . . You can't avoid the individual interpretations owing to the philosophy and experiences that professors bring to implementing them.

And that, in fact, is good. It involves a richness in diversity of opinion. (Interview Transcript #26(267,303))

The impressions gained from the above excerpt suggest that the 23 skills and abilities were very loosely defined. It is of interest to examine these statements in view of the needs expressed by the CBSK committee, say, where there was a call to develop "some measure of proficiency in each of these [skills] through practice." (Document: CBSK, April 1978, Appendix III)

Following along the same line of inquiry, a discrepancy between original intents and current practices was also found to exist by a team member in terms of gaps and overlaps. The loosely defined skills comprising Core were presented in a manner that separated out the skills into a three component sequence of the core emphasis throughout the program. However, because they were loosely defined one team member felt that the goal of minimizing gaps and overlaps was not likely to be achieved to any significant degree:

R: You heard us saying we don't know what they did in the first term, therefore we will give it to them again. Well, . . . I don't object to doing things again, because I always think you can do it at another level. . . . But, yes, we're going to have overlap. We better realize it. In other words, we're building it in.
(Interview Transcript #21(188,202))

To this view of the "23 skills and abilities" can be added the view of another team member who said,

R: And that's why the core of those 23 topics are used, so that we can tell the world that students from [this institution] will have addressed these 23 issues.
(Interview Transcript #24(450,453))

There seems to be in the above excerpts some interesting relationships being expressed between the external demands for change and the formation of the Core component. The existence of the 23 skills seemed to provide visibility to a segment

of the program about which some controversy existed.

In attempting to obtain a clear image of the possibility of the Department moving towards more specificity on these skills, I learned something of the way in which faculty generally feel about explicit guidelines. My interview with my last respondent contined as follows:

I: How would you feel if the department proceeded to develop a kind of manual that went along with the 23 skills in order to further define them, or develop a resource package that would help. . . . There would be expectations now that you ought to use these materials and there ought to be these particular interpretations. Is that a legitimate function of the department?

R: Could be. I don't feel constrained about things like that, because I do what I want to do. You know what I mean? I use what I find useful. If I were bound and gagged it would be the only way I could find myself totally constrained.

. . .

I feel the course guides and course outlines and 23 basic issues are critical to my work because of my very nature. I tend to flit off in all directions. So I need those sorts of guidelines. I try to prepare them [myself] before a course.
(Interview Transcript #24(458,473))

The degree of explicitness, then, with respect to the 23 skills seems to be in general conformity with the existing style of operation within the department. While the call from external sources seemed to be for something much more precise and skill-oriented, we find here a kind of compromise between the extremely "individualistic" or "isolationist" style which characterized past practices on the one hand, and the external call for more effective competency development sought by external groups. It was suggested that the new visibility of these skills may have functioned to placate those calling for greater change.

The Generalist Emphasis

Further analysis and comparison of the documents associated with advance planning and program development revealed that a strong commitment toward preparing the "generalist" elementary school teacher emerged within the Elementary Education department. In searching the reports of the USRC and CBSK committees, it

was evident that the need for the generalist emphasis did not appear explicitly in the final reports and recommendations of the two major faculty-level committees. Rather, the Department's program planning committee was found to quote from an early USRC interim report which recommended "that elementary school teachers be viewed as subject generalists and that secondary teachers . . . be recognized as subject specialists" (Document: USRC, March 1977, p. 12).

What did seem to be advocated by the USRC and CBSK reports was the systematic provision within the new programs for development of certain basic skills and knowledge components that were judged to be of central importance to all beginning teachers. There was a generally perceived need, it seemed, for a well defined core of such knowledge and skills.

This call was interpreted, then, to demand a major reorganization of the whole program in the direction of a large number of compulsory introductory methodology classes in all eight of the typical school subject areas. The placement of these introductory components into a module style of organization along with Ed Cl XXX was designed apparently to meet the demands for increased knowledge and skills and greater achievement of integration through the program.

An important perspective on the new generalist emphasis is provided below by the leader of Team A who had been involved in conceptualizing the new program, as follows:

> R: . When we developed the proposal for a generalist program, we defined "generalist" as meaning that students would have preparation to teach in all eight subject areas. That was about the extent of it. . . . The decision of the department, I think, reflected this unwillingness to move very far away from the traditional specialization program that all staff were hired to participate in.
>
> . . .
>
> I: Do we have a number of people . . . that are arguing strongly for the generalist emphasis?
>
> R: I think, at the time the decision was made, that a lot of people were somewhat reluctantly convinced to vote for it. And I think that sort of . reluctance has continued. I don't think that there's been a large number of people who have felt really enthusiastic about it. . . .
>
> The people I think, who are supporters of it from the very beginning, are the people who had previous involvement in Plan B or in the old PDAD program.[14]

---

[14] PDAD refers to the Professional Degree After Degree program that accommodated

> That would make up maybe half a dozen people, or people on the committee who brought forward the proposals--another 5 or 6 people. So you've got a handful of people in the department who exerted pressure for its approval.
> (Interview Transcript #5(114,172))

The view expressed here suggests that progress toward breaking with the traditional forms of programming within the department was a slow and difficult process, partly frought with problems springing from the strong subject-area orientations of faculty, orientations that were highly valued at the time when many faculty were hired to the institution. Those that seemed to be most actively advocating change were those who had recently experienced a radically different style of program delivery afforded by the experimental programs that had operated within the Faculty.

Collegiality and Cohesion

A third major commitment that emerged as a result of the Department's initiatives was the development of "collegiality and cohesion among students" (Document: Program Planning Report, May 1978). This commitment was found to have support in the recommendations of the earlier Faculty committees. The USRC recommended "attention to developing programs that are satisfying and meaningful to students" and to counteract the "depersonalization effects of a large institution" (Document: USRC, April 1977, p. 5).

The emphasis upon this goal of the new program received substantial attention by Team B. Field trips were organized, informal social gatherings were encouraged and an explicit effort was made within the team to build a sense of camaraderie based upon the shared experiences within the module.

The leader of Team B chose to emphasize this aspect of the modules in the following excerpt:

> I: How does the present modules program that we're into right now relate to what has been the mode of teacher education over the last few years?

---

[14](cont'd)students having a first degree with with a teaching certificate following one year of study and practicum experience in the Faculty of Education.

R: I think that this is a vast improvement over what we have been doing, although it's very uneconomical. . . . It is great to have the cameraderie that we had with the professors and also a feeling of, well, I can't call it cameraderie with students--in a way I can, I suppose--but a feeling of having a better chance to know our students and work with our students than we've had since the old Junior E program twenty years ago.

I: You made reference to that program some time ago. You call it Junior--

R: Junior E. We had the students for the year, roughly six-seven months.

I: That was the teacher's college, or was that the university?

R: That was in the university context. . . . The Junior E program was for a single year of higher education, and these students went through lock-step. The same courses and course experience. Some of the finest cooperating teachers in the field today are veterans of the Junior E program on campus. And they look back with a great feeling for their university experience, whereas, many students that have graduated since then from other programs have looked back on the university in some cases as a waste of time. . . .

I: Would you mind identifying what you consider to be the primary differences that charcterized that program as opposed to what we have had for the last few years here?

R: It was a generalist program. The students quickly identified with each other and with the professors that would be teaching them during that year. They learned to cooperate rather than compete. I believe that was part of it. And that feeling of cooperation they took into the schools with them. Whereas here we have been indoctrinating students with a feeling of competition. (Interview Transcript #10(42,92)

The idea of faculty providing a model for students in terms of collegial relationships surfaced on a number of occasions. The leader of Team B emphasized the importance of good collegial relations among faculty repeatedly. A decision was made by the investigator to pursue this area further, as follows:

I: What sorts of things contribute to this collegial relationship?

R: Probably the diversification, I imagine. I don't think that I would want to work with a team where we all were so similar in our approach to teaching, our philosophies of teaching. I think also we need people that--I don't want you to get the wrong impression here, when I say--don't take themselves too seriously. I think in a way we all are very dedicated members of the profession and we do take our subject area and our teaching and our dealing with students very professionally, but we still can stand back at times and have a laugh at ourselves, enjoy each other's mistakes as well as our accomplishment--without offending.

I: A degree of informality is something you had planned to see as part of the team meetings? . . .

R: Yes, and that carries on right into the Core lessons that we taught jointly or in lessons that we just played an actively supportive role. (Interview Transcript #17(52,71))

Similar concerns for maintaining informality surfaced on another occasion as the area of perceptions regarding the potential for greater structure in the Core was investigated. The same respondent continued as follows:

R: One thing you've got are time constraints. We're already putting in a tremendodus amount of time for the module. And I suppose that we could do without a lot of this informal chit-chat and cameraderie if we needed to put that into more structured approaches, but I wouldn't like it.

I: And you wouldn't be convinced of the pay-off?

R: No, because I think under those circumstance you would be less apt to indulge in the--what can I call it--not chit-chat, but in the repartie that goes on in the classrooom during Core. We feel free to interrupt with a question or a comment.

I: A spontaneity--

R: Yes, right. I think if we were in a structured program this would be lost--not just in our meetings but in our actual work with the students. . . . I think it's kept them on their toes. They have come to expect it, in terms of the way we make our presentations in Core. And we don't have any attendance problems with Core, or with any of the [module] classes. It's amazing.
(Interview Transcript #17(282,307))

While the leader of Team B sought to promote cameraderie, other members of the team also expressed support for building positive relationships within the team. One member of Team B stressed the value of demonstrating "substantial confidence in the colleague to do an adequate job" (Interview Transcript #15(185,186)). He claimed that the team exhibited "a very high level of trust and collegiality. Trust, respect, mutual confidence--very much a team effort. I don't see competition. . ." (Ibid.,(198,200)).

At another point in the same interview, Perceptions were explored relating to the potential in the teaming structure.

I: I'm interested in the dynamic that can exist or does exist within a team, that will allow that kind of flexibility and freedom to really operate as a team rather than a group of individuals.

R: I think I've seen examples where it comes out. In fact, we have expressed differences of opinion. And I think that's useful for them to see. It's useful for them to see also that even with differences of opinion, we can work together, we can accept other people for what they are. And I think the other connotation that comes with something of that nature, is that they as individuals have to come to grips with the fact that somebody is not going to come down with a guidebook to discipline or a guidebook to teaching. But rather, through their experiences as university students, as student

> teachers, and as practicing teachers, they will come to shape their own style. And it has to reflect, in part, their personality, or they're going to be very very uncomfortable.
>
> . . .
>
> I believe strongly in trying to create an environment of mutual respect. Some people think that teachers should demand respect. I don't buy that. I think a teacher is respected because they are respectful. Personally, that's my bias.
> (Interview Transcript #15(374,401))

C. Goals: Commitments of Team Members

At an early point in data collection a decision was made to engage in an initial round of interviews with team members to gain some rapport with them individually and to discover more about their personal philosophies of teacher education. The researcher chose to utilize as a focus for this first formal interview the first part of the Teacher Education In Canada questionnaire, referred to in the following pages as the IMTEC questionnaire (Document: IMTEC Questionnaire, 1979) that most team members had completed just prior to the commencement of the data collection for this study.[15]

The first part of the questionnaire, entitled *Goals of Teacher Education*, contained a series of nine goal statements to be rated on two scales. The first sought a judgement from faculty members concerning their perceptions of the institution's *real* commitment to a given goal, and the second scale sought a rating on what ought to be the **ideal** commitment by the institution to each goal.

The reaction of faculty members to the nine goals varied widely. Some of the goals were found to be evaluated by faculty members in terms of program changes underway in the department. For the sake of brevity, the discussion that follows centres on the selection of goals that seemed to emerge as of special significance to team members.

---

[15] Because of the strong overlap existing between this study and parts of the IMTEC study, a request was made to each of the team members to have one completed page of the IMTEC study questionnaire photocopied. This page concerned goals of teacher education and is reproduced at part of Appendix II. The responses of the team members on the questionnaire were then used as discussion starters in my attempt to explore the underlying value commitments held by faculty members toward various goals relating to the current program implementation.

Commitment to Knowledge in Content Areas

The goal "to prepare teachers who are knowlegeable in subject or content areas" was clearly of central significance to team members engaged in the C & I modules implementation. Team members were found to typically rate the *ideal* level for commitment to this goal as somewhat lower, however, than the *real* level of commitment they felt had been in effect within the department in the recent past. For this reason, team members typically expressed agreement with current program changes which reflected a de-emphasis of subject area content in favor of greater attention to the generic skills and abilities of teaching that formed the content of the Core component. On this theme, as on others, a variety of views were found to exist among team members.

R-B1[16]: The subject area emphasis has been great, . . . There's been a lot of emphasis paid to it. The ideal should be a little less but not too much less. (Interview Transcript #3(4,8))

And in another case,

R-B2: Knowledge in subject and content areas? I think it would be "5".[17] Teachers have to know something about [what they are teaching]. I think that would be important, and I think that would be ideal.

I: So there's been a very strong stress [on this] in the past?

R-B2: There's been a stress. . . . We changed this a little bit now. Instead of having knowledge in one area, now we want knowledge in lots of areas. I don't think the Faculty in any way has said knowledge is not important. Content has always been important . . . A teacher will begin to lose credibility when children find he has nothing to offer. (Interview Transcript #6(167,175))

These reactions are not only representative of the views of the two faculty members who responded here, but may be viewed as largely the reaction of Team B as a whole. It was generally felt that the strong commitment to subject area mastery should not be reduced as a consequence of current program changes. In whatever ways Team B members defined the modules innovation, it was evident that a reduction in emphasis on the subject areas was to be exercised with much caution.

This discussion is a reminder of the goal statements arising from the analysis of documents where an explicit goal of the new Elementary program was to prepare

---

[16] The first respondent from Team B considered here has been arbitrarily designated as R-B1. In the same way the third respondent to be quoted from Team A will be disignated as R-A3, etc.

[17] A "5" denoted "very great" on the 1-5 questionnaire scale for the Faculty's level of commitment to this goal.

"generalist" teachers. It is important to remember as well that none of the members of Team B, those just cited above, were centrally involved in the planning for the new program. In contrast, the views of members of Team A, those that were centrally involved, are expressed below.

R-A1: To prepare teachers who are knowledgeable in subject or content areas? In reality, of course, this has been greatly emphasized--of great importance. That's how our whole program has been structured. Ideally, I give it moderate emphasis because of the nature of the job people have to do when they leave this place. They have to be generalists in the sense of having a pretty good variety--pretty good knowledge of the entire curriculum, methods of teaching, and so on.
(Interview Transcript #4(8,16))

Although some faculty were hired in the recent past on the basis of a strong subject content emphasis, another member of Team A reflecting back over a longer history of the department, made judgements on changes in emphasis as follows:

R-A3: One of the things that's happened, of course, is . . . that this has wandered back and forth over the years. I would have said when I first came on staff . . . that preparing teachers who were knowledgeable in some particular content areas was not true, there wasn't enough time. But we were looking [then] at the other kinds of skills, mostly the basic teaching skills.

Then there was the great flurry about subject content areas, and I think that the emphasis on subject or content areas has really been cheap.

I would say "Very Great" is the emphasis--the importance. [However,] I would just like to see it "Moderate". Teachers are quick learners.
(Interview Transcript #7(27,37))

In analyzing and contrasting the responses of team members above, there is evidence of a willingness in the early stages of this study for team members to describe their views of the general orientation of other department members as opposed to responding strongly from the basis of their own values. Later, however, this noncommital stance by team members gave way to expressions of some deeper feelings, as shown in the following excerpt:

R-A4: Day One when I walked on this campus I couldn't believe what was going on. I . . . found out they were using what seemed to me to be a secondary program for elementary students: subject specialization, telling some of the kids when they enrolled in their first year, "You are going to be subject specialists at some time. Which of these do you want to specialize in?" And for kids who came in and had in mind to go back and teach grade 4, or whatever, it was a peculiar question to be asking. . . .

Elementary Education has always had as its strength a focus on the child as learner, rather than on the subject as determining what kinds of choices you make.
(Interview Transcript #5(378,388))

A member of Team A also related to the investigator some research findings suggesting that teaching performance and pupil learning in a social studies class did not significantly differ between groups where teachers had majored in relevant social science disciplines as compared to classes where teachers lacked this specialized background (Interview Transcript #5(57,70)).

The view that teacher education for the elementary grades should focus much more strongly on the child than on subject matter content was held strongly by the leader of Team A. It would be inappropriate, however, to assume that there was consensus among members of Team A on the degree of support for this idea. What was clear was that a marked difference existed between the two teams on the relative degree of emphasis to be placed on subject content acquisition as opposed to a generalist and child-centred investigation and reflection. Members of Team A seemed to express much stronger views on the need to implement change in this respect than did the members of Team B.

Commitment to Interpersonal Skills

Another questionnaire goal considered by team members in the first round of interviews was item C. "to prepare teachers who have effective interpersonal skills." In the following excerpts of the interview transcripts, there is evidence of general agreement on the importance of interpersonal skills but differing perspectives emerged from among team members on how to deal with this area as part of the department's program.

I: Can you identify some specific aspects of the emphasis on interpersonal skills? How do you see it emerging and how strong is the commitment?

R-B1: [It's] more of a spin-off than a simple goal. I think . . . it is far easier to get this spin-off in this type of program than [in what] we had previously. (Interview Transcript #10(200,206))

Another member of Team B responded concerning the importance of interpersonal skills as follows:

R-B2: I think that its getting better. I saw some very good [progress] in it this term. Of course we set ourselves up as a model. . . .

I think the "model of the modules" is good because it shows colleagues working in a collegial fashion, as you just saw: the four of us getting

together, the cohesiveness of the group, plus the genuine openness we are trying to foster. At least, certainly, the intent is there.

I: Do you see ways in which we in teacher education could make this a more specific goal. . . ? Are you satisfied with the degree to which the means for achieving this is [now] in place?

R-B2: No, I'm not. That's a very good point. It somehow seems to be a by-product.
(Interview Transcript #9(309,366))

This dialogue is a reminder of a phenomenon that occurred from time to time during interviews and seems to be of relevance to the process of change in teacher education. The goal statement on interpersonal skills was somewhat different than other goal statements that had been enunciated at various points in the planning documents. Consequently, raising the topic for discussion in the interview setting seemed to confront team members with an issue that did not seem to have been debated, at least in these terms, previously among the respondents.

The assumption upon which the questioning proceeded here is that identification and clarification of goals are probably necessary preconditions for creating improved conditions for their nurture. The terms "spin-off" and "by-product", however, as used by the participants, convey the idea of an unstructured or largely unplanned-for result. The question arises as to whether or not this kind of indirect approach to nurturing the development of interpersonal skills is the result of a rational decision concerning its appropriateness for achieving desired growth or whether it indicates the existence of a hope or an assumption that by pursuing other more explicitly defined and valued ends, this one also will be achieved.

The above interchange seems to be of particular significance in view of the lack of explicit identification of this goal within the particular goal framework that was being used at the time within the C & I modules.

Turning now to a member of Team A, a question relating to a goal on interpersonal skills yielded the following response:

R-A1: I haven't seen it [an emphasis on developing interpersonal skills] at all.

I: What about now, with the new program, is there a potential there?

R-A1: There's always been a potential. Whether there's been a commitment, I don't know. . . .

Offering good suggestions tactfully is the basis of teaching, or the basis of being happy in a team situation.

> I don't know how to teach it. I can create the situation for it . . . but we're not going that extra step further and teaching it.
> (Interview Transcript #7(249,268))

At least three different themes seem to stand out in the above excerpt. First, the respondent here is clearly affirming the value of the goal and is prepared to state that it has not received the attention it deserves within faculty programs. Second, a view is expressed on the importance of "commitment" as a necessary condition for achieving valued goals. The suggestion here is that considerable change may be possible in teacher education but it is somehow dependent upon the perspectives and motivations of participating faculty. Finally, there's an admission of a lack of knowledge of what to do in any kind of direct manner to achieve such a goal. (This type of admission emerged from time to time with about half of the team members in some of the more candid interviews.)

With respect to the latter point, the response by the participant-observer was to question how such perceived needs, once identified, might be translated into opportunities for faculty members to seek and obtain relevant professional knowledge. The question arises from the expressions of a team member in this case, but one is also reminded of the goal enunciated in the USRC report concerning the need for increased attention to the professional renewal of faculty (Document: USRC, April 1977, p. 10).

The idea of "going that extra step further and teaching it" is similar in certain respects to an expression by another member of Team A who contrasted the differences between the former approach and the new approach now being attempted by Team A as follows:

> R: I think up to this point we have concentrated more on the skills from an incidental standpoint. We are now moving into the skills from a very direct instructional standpoint.
> (Interview Transcript #8(346,348))

In contrasting the two teams, differences emerge in these and other instances where explicit identification of skills are discussed together with an expressed need to develop these skills in students. This was the repeatedly expressed view of the leader of Team A. At least two of the other three members of Team A were found to express these feelings as well.

Returning to the sampling of expressions on the importance of interpersonal skills, a member of Team A expressed his views as follows.

I: To prepare teachers who have interpersonal skills. What have we been doing in this area, and what ought we to do?

R-A2: I don't think we've done very much. . . . Anything that was done in the past was done on an individual course basis. . . . It was dependent upon the instruction and the emphasis placed by an instructor. There was no segment of the program that touched on that as such.

I think we ought to be expending much more work on interpersonal skills. Some of the research has shown that the most effective teachers are ones who can use interpersonal communication with students and colleagues. . . .

So, yes, I think we can do it. At what point in teacher education would it be most appropiate? I'm not sure. I suspect that after they've done some work in school, as you made them aware of the need for it, you'd find more adaptability and readiness to change than at the very first when they enter and they don't sense the need.
(Interview Transcript #8(200,234))

In this response there is found, first, an expression of commitment and advocacy: "I think we ought to be expending much more work on interpersonal skills." Coupled with this is an implied judgement on the inadequacy of an approach in teacher education that leaves such areas of development to the whims of individual faculty members.

Second, there is a reference to "segment of the program" which suggests an interest in structure and planning and making expectations explicit to ensure that such a course component is not ignored.

A third observation relates to this faculty member's concern for appropriate timing. The comment implies a concern for the overall sequence of development and is a reminder of the concern expressed by the leader of Team A that, for many faculty members, an attempt to discuss matters of articulation throughout the program most frequently results in "blank looks".

Comments such as those included above seemed to represent high levels of advocacy. A strong sense of "ought" seemed to be expressed in these views. When coupled with the judgement that past practices were inadequate, these expressions were found to communicate a degree of commitment for engaging in change.

Another member of Team A responded to the goal on interpersonal skills as follows:

I: What about interpersonal skills?

R-A3: We haven't done very much in the past on that one, I believe. Partly because before in the specialist program, everbody taught how to teach social studies--very strong on the social studies curriculum and the goals and instructional strategies most effective to achieve those goals. There was never any course that focussed specifically on (social studies aside) what are good ways to work and interact with kids, to build a feeling of rapport, and how to avoid conflict feelings in the classroom. None of these things really fit in the old program because they weren't specific to any of the subject areas and so I don't think they ever got very much attention, except in Plan B and in the old integrated PDAD program--the after degree program where some of these things were squeezed in.

I think that's one of the strengths [in the new module], that we're doing better on that.
(Interview Transcript #5(172,186))

In this case, the member of Team A conveys quite clearly certain aspects of his personal philosophy of teacher education. It clearly conforms to the new generalist philosophy. He refers to the alternative Plan B and PDAD programs which were structured on a small group basis where faculty worked in teams. He feels that topics such as interpersonal skills were accommodated better under such a structure than in the traditional program structure.

Another observation that seems to stand out is the expressed view concerning the potential of the new modules structure. There exists here a faculty member who is convinced that a new structure has important new possibilities. There is no closure in evidence on the question of a potentially new theme being added to the Core component. It may have to be "squeezed in" because of the tightness of the curriculum, but one feels there is enthusiasm here to attempt to maximize the potential of the new structure. Again, this team member has been heavily involved in the committees leading up to the implementation of the modules.

In analyzing the above excerpts on the need for, and implementation of, an interpersonal skills emphasis in the program a number of findings emerge. First, both teams are in agreement on the importance of accommodating an interpersonal skills emphasis in the program. It was also agreed that the new modules structure provided improved potential for encouraging student growth in this area.

The teams, however, seemed to differ on the mechanism chosen to achieve the goals in this area. Team B, with one particular exception, indicated a general satisfaction with a "modelling approach" and seemed generally satisfied that it could be achieved adequately as a "by-product". On the other hand, Team A members, while

agreeing that much of the current emphasis was being achieved as a by-product of other changes, seemed to convey a greater sense of a need to formally plan for its inclusion in the program and specifically utilize the freedoms inherent in the new structure to ensure that such goals were achieved.

Commitment to Integration of Theory and Practice

The integration of theory and practice was found to be an issue that aroused a great amount of discussion. Team members had opinions and freely communicated them. There were issues involved here that divided individuals and groups and at times brought to the surface some strong emotions.

Considerable attention is devoted here to the transcripts because of their ability to convey in a first hand manner the perspectives of participants on this topic and the related issues these discussions uncovered.

In order to interpret the expressions given below, it is important to understand that Team A had taken advantage of the optional provision in the design of the new C & I modules to incorporate a limited amount of field experience as an integral part of the module. Each Friday, students spent time in a school, mostly observing pupils in instructional settings but also having some opportunity to interact with individual pupils. As many as a half-dozen students were assigned to one classroom for this activity, suggesting that the potential for active participation in the emerging teacher role was limited.

Team B did not become involved in the schools and team members express below their perspectives on the value and problems associated with the possibility.

R-B1: Theory and practice? I think again the ideal would be lots of time, enough time so that we could interrelate the theory--the classes here--with work with children, both in the subject area aspect and in the Core areas. I know that the other team is attempting to do something about this in the Core area.

. . .

My feeling is that in the short haul the relating of practice to theory, that is actually working with children, is pretty artificial. It takes longer to get to know kids. And to go out immediately, as some of them are doing now, and dig quickly into student records and talk to teachers and talk to children and come up with some assessment of the situation for the Core topic, I think, only scratches the surface.

> I think we're under the gun in wanting to have some information in this area. But I foresee a much closer relationship between the module and the field experience that follows--next year's plan, say, on a four-week basis. (Interview Transcript #3(49,69))

Two perceptions seem to emerge here. First, a periodic (weekly) arrangement for involvement in schools is suspect due to the perceived superficiality of the experience for the student. Second, the need for such a field experience is being questioned in view of upcoming blocks of field experience in the new program that promise to be less superficial.[18]

A concern over the artificiality of early field experience was raised at different times and was found to be a generally shared perspective among members of Team B. This seemed to provide a rationale for the team **not** becoming actively involved in an attempt to integrate theory and field experiences in this way during the modules phase. The team member quoted above provided a further historical perspective on the issue as follows:

R-B1: I think the main feeling that the faculty had toward previous practicum experiences was that they seemed less and less worthwhile, particularly because of their piecemeal basis.

> You see, they went out a couple days a week and attempted to keep up classes here, and that was undesirable. Or they went out later in the year . . . for the three weeks when classes were basically finished here. And, so it seemed to me that faculty were looking for a reason for doing something different.
>
> There didn't seem to be much movement to change that aspect. Certainly not to extend the idea of the practicum--I didn't feel anyway--until the government move came along. (Interview Transcript #11(235,247))

Problems in the past in attempting to provide an appropriate integration with field experiences seem to have brought about an attitude which were found to be shared particularly among members of Team B. These experiences seemed to have had the effect of undermining confidence in attempts to find better solutions or new opportunities for on-going integration of theory and practice, especially if this meant school involvements of short and intermittent duration. The recent move by government to force an extension of field experiences seemed to have exacerbated feelings on this issue, and possibly provides a reason why team members seemed to

---

[18] The structure of the new program provides for a six-week block of practicum following the modules (Phase 2) plus a further six-weeks in the final year of the students' program (Phase 3).

hold strong emotional feelings on the pros and cons of field experience.

In the continuing expression of his views on the role of field experiences, the same respondent expresses a basic perspective that became somewhat of a controversy over the course of this study, i.e. the relative emphases to be given to preservice and in-service professional development:

R-B1: I haven't been terribly unhappy with the practicum arrangement. It seems to me that the main job is to get them out and experience the classroom. I feel that if I can set up an atmosphere beforehand with the school and with the individual teacher, then the student can accomplish a fair amount with the school in getting out and getting experience.

I'm not terribly concerned about very specific experiences that they take part in. In other words, I'm willing to go out and see them teaching and talk about it and get their reactions, get the cooperating teacher's reactions and look towards a slow movement from that time, when they have a small role in the school to the time when they'll be on their own. . . .

We'd like to spend a great deal of time in developing exactly what the students should do in the schools. But we're expected to spend our time in other ways--it almost seems that way. And some are saying, and I'm beginning to agree with them, that maybe the most that we can do, if we want to influence the teachers--the students now, when they're teachers themselves--is wait until they get out into the schools and have classrooms of their own and then it's more an in-service rather than a pre-service experience.
(Interview Transcript #11(276,296))

This interview was conducted just a few weeks after the Dean expressed certain views to the department concerning his perceptions of the relative advantages to the Faculty in pursuing an in-service emphasis as opposed to channelling large portions of faculty resources into highly labour intensive pre-service professional development experiences such as the field consultant role associated with the practicum.

The modules were perceived by some team members, at least, as breaking new ground with respect to integration of subject-specific content with greater attention to methodology. The modules were achieving an important step in the right direction. However, the respondent just quoted recognizes the differences in degree of integration that are possible and gives further reasons for his skepticism toward more radical moves into this area, as follows:

R-B1: The ideal though is, I think, getting out and trying this with chidren rather than just talking about it. I don't have much faith in getting out on a piecemeal basis, though. I guess we've never done very much of it and it seems to me chasing them out for a little touch-and-go a couple of Fridays [is not adequate].
(Interview Transcript #3(87,92))

Again, there is expressed here a general value in support of field experiences in spite of the limitations perceived in a "piecemeal" approach.

Other team members, those primarily from Team A, were more vociferous on the need for school involvements, frequently expressing what was clearly a matter of some frustration--a discontinuity between what was held on the one hand to be a valued commitment to teacher education methodology but on the other hand the lack of any substantial progress toward this ideal within the modules portion, at least, of the new program. A member of Team A who was very supportive of the decision by the team to engage in the Friday field experience, nevertheless shared real concerns about the lack of involvement the Faculty is able to have in structuring learning experience for students in the field.

R-A1: There is always marked conflict between the philosophy of emphasizing the role of the learner vis-a-vis the role of the teacher in the classrooms. What is advocated in the university consistently is a kind of maximizing emphasis on the learner, what he's doing, the decisions that he makes, and the responsibility he accepts for his learning, and the power-sharing that underlies that. And they go out in the classrooms--Klunk! (Interview Transcript #5(114,120))

The same respondent provided evidence of his continuing interest in such basic issues in teacher education when he related on one occasion the way in which Dr. Bruce Joyce, while at Columbia, attempted a unique approach to overcoming this problem. It involved what seemed to be a radical departure from normal practice, where faculty and students attempted to establish group solidarity to maintain contacts among themselves into the early months, at least, of their full-scale teaching roles. The strategy aimed to provide mutual support for new graduates attempting to implement their ideals in the face of a contrary dominant philosophy in their employing schools.

A contrasting perspective on the problem of integrating theory and practice is given by a member of Team B, as follows:

R-B2: One thing about having been around a lot, I've seen a lot of change--in terms of the Faculty, the Department, but you see damn little in the classroom. That's what really bothers me. . . .

I: So now you're talking about the teacher actually performing in the classroom and not the classroom here [on campus] necessarily?

R-B2: Right. Yes. You were asking about skills. I like this statement that "Knowledge is knowing what to do. Skill is knowing how to do it. The virtue is doing it."

> Now we may send the students out with a lot of knowledge, even a lot of skill, but we get damn little virtue out there. Partly because it's a system that in many ways needs a little shaking about there. [However,] no matter how much we shake it around, we're the tail trying to wag the dog. (Interview Transcript #10(226,247))

In this case, as in others examined above, the perspectives seem to place the problem of theory and practice integration into the context of much larger problems: political pressures to control the structure and experiences of teacher education, pervasive philosophical perspectives that are unlikely to be easily changed, and, in the latter case, a somewhat pessimistic orientation toward the capability of the educational community to assume a kind of moral commitment to implement its ideals.

Not all team members, however, were given to viewing the problem in such large proportions or with pessimism. A member of Team A identifies a more immediate and limited explanation for a part, at least, of the theory-practice problem, as follows:

R-A2: I don't think that we particularly know what is going on in the school systems. How are we preparing kids for it in the long run? They're already doing this [implementing new policies and curriculum] and we are following along two years behind. We have never really taught, for example, team teaching but team teaching existed seven, eight years ago here in some schools. We have never tried to prepare our people to teach this. We are always following along. (Interview Transcript #7(67,73))

Another member of Team B expressed some optimism about progress generally, noting with some satisfaction the moves within the Faculty to accommodate the Phase 1 practicum earlier in the program[19] and expressed his own preferences for dealing effectively with integration of theory and practice. These preferences were, however, somewhat at variance with the practices associated with the new program.

I: Integration of theory and practice? Have we been strong on that in the past?

R-B3: That's really tough. Let me say, moderately successful, suggesting that we could improve, and I think we are moving in that direction. . . .

> This is the tough part and this is the whole problem of teacher eduation. **Talk** about this and now we move out to a school and **do** what we're supposed to do. A very difficult task, confounded by the presence of children and old teachers and principals and classrooms, desks, chairs, open areas, closed areas--all those kinds of things.

I: Are you indicating, however, that you would like to see more emphasis than we have had in the past on bringing about integration?

---

[19] Refer to Appendix V for placement of the Phase 1 practicum within the program.

R-B3: Yes, and I think that the new program is doing that. The practicum experience during the first term tries this.

I: Are you personally very supportive of that move?

R-B3: Yes I am. . . . I think very early in the student's program the student must see the children. They've got to hear them. They've got to to see them. They have to interact with them.
(Interview Transcript #6(309,336)

The reference here to the value of field experiences in general, even in view of their perceived short-comings, was widely shared within Team B.

In keeping with the general perspective of Team B, it is apparent that a more gentle willingess exists to be "moving in that direction". The general satisfaction on the part of some with the sequential nature of the revised program, where field experiences would fall at periodic points throughout the program, seems to imply that integration could and would occur by virtue of the structure of the new program.

R-B1: The regular time that we're coming to [in the new program structure about to be implemented] is the second part of Core [Ed Cl XYZ]. . . .

They come and have five weeks of classes and then four weeks out in the schools. Now that to me is better. It could still be better than that.

The next problem, of course, you run into is attempting to have the students do what you want in the schools. . . .
(Interview Transcript #3(104,111))

A spirit of some hope and optimism marks the above expression by this member of Team B. At this point he seems to be anticipating that the new program with its increased periods of field experience will have a positive effect. The view seemingly expressed here is that integration will be achieved adequately at a later point in the program. The fact that Team B did not choose to attempt any field experience during this module phase tends to support this interpretation.

While Team A made some plans to get students into the schools, it was found that Team B also valued this, but for a variety of reasons did not actively pursue the option as Team A had done. In the following excerpt an opportunity is provided for the leader of Team B to express his general feelings on the module. In responding, he chose to initiate the discussion with respect to the field experience.

I: I'm after some kind of evaluations or feelings with respect to your experiences last year and possible changes if you were to do that same thing again [in much the same] kind of setting. The importance of Core in the total program is of particular interest to me. Is it fulfilling a sufficiently important function in your view that you would devote more time to it, say, another year, or how do you feel about that?

R: [I'd] devote more time to it.

. . .

Ideally, if we could have the occasional bash in a school situation with real live children, that would enhance the program immensely. But, in terms of just talking about it, as I've said before, it's like making love over a telephone. Without the children there, without actual contact with children, it's pretty hard to tell people what to do in a situation involving children if they have not had any experience with children in a similar situation.

If they've got that in their backgrounds to draw upon [they might respond with], "That's what I should have tried on that day when they practically tarred and feathered me and shipped me out of the classroom on a rail. Maybe if I had done this, my classroom management situation would not have gotten out of hand"--if they had had that much of a frame of reference.

I: So, if you're looking at the Core, . . . is that aspect of it all being theory and divorced from the practical application? Is that somewhat of a latent frustration?

R: Oh yes, indeed.

I: In other words, this is not an ideal way to discuss core skills and strategies under our present structure?

R: Ideally individuals who are opting to be educators should have a year following their secondary education in which to work in the schools as teacher helpers, whatever else you want to call it, so that they have a year of contact with children of the age that they eventually want to train to teach. Now, if they had that before they came into a Faculty of Education--

I don't care what year they get it. I do think they should have some Liberal Arts as well, but I would like to have them have a whole year before, divorced from any type of formal education just to gain experience. . . . Most of them haven't been in an elementary classroom since they left as a pupil an elementary class.

Sure, education's the horse but experience is the jockey. So, if they don't have any experience on a horse, they're not doing much with it. (Interview Transcript #25(81,138))

The value of field experiences is affirmed in this excerpt. As noted earlier, the level of commitment was clearly not great enough, given the complexities faced in the first year's implementation, to motivate Team B to initiate action similar to that undertaken by Team A. There is similarly no indication that such a development might occur in a second implementation either. Indeed, the hope for an adequate approach to field-experience seems to be dependent upon quite a radical change in program structure from the new program currently being implemented. Clearly, the field experience option was acted upon quite differently by the two faculty teams.

It seems important at this point to continue filling out the picture of the thinking of members of Team A regarding their motivation and commitments to an integration of field experiences and campus-based class work.

One of the Team A respondents expressed his views on present progress to better quality teacher education as follows:

R-A3: In terms of coming up with a better program, what we should be doing? A helluva lot more! I think the changes are relatively minor.

> My biggest concern, of course, is . . . a great amount of our program still on campus is **talking about** teaching. And although the practicum has been extended to a large extent, it's still a small part of the program, I think. It's . . . the strongest factor in their learning but the part in which we have the least influence.
>
> And it's not all that different than, perhaps, learning how to swim by correspondence. . . . It's almost like saying, "Come out to the desert and we'll talk about learning to swim, so that when you go back to the coast, you can swim."
>
> I don't know. I think we need to set up much more of a--people call it--**field base**, where they actually do lots more teaching and have to have a much closer tie with the kinds of things we talk about in a course. Better feedback about what it is they did in a particular lesson or something like that, if we want to talk about really giving people all these various kinds of teaching skills and everything else. . . .
>
> That's one way of looking at it. We've only just started a process. I'd be viewed pretty much as a radical in terms of how much change is necessary.
>
> I'd like to answer the question a different way, though. In terms of where I think the department is ready and willing to go--we've gone too far! (Interview Transcript #4(333,362))

A number of themes worthy of further analysis emerge in this excerpt. First, the present and past practices of divorcing theory and practice, to the degree that this divorce existed, was considered by some team members to be an absurdity, viz. the analogy of learning to swim by correspondence. While both teams expressed a desire for greater integration, Team A tended to voice its frustrations with past and present practices in stronger terms. This would seem to indicate a stronger commitment to an ideal of integration, an interpretation that is also supported by the actual decision by the team to pursue a field experience within the program.

Second, there is evidence here of not only a generalized desire to see some nebulous attempt implemented to increase the degree of integration but a particular strategy in embryonic form is being expressed as a means to achieve the integration.

My respondent was able to describe his previous experiences where such a "field base" approach had been seen to work effectively. As such, my respondent was clearly advocating a particular approach, and had done so on other occassions when the new program directions were being debated within the Department. The specificity and intensity of views expressed on this issue seems to support the view that this team member was an active advocate for change toward a quite specific conceptualization of an approach to delivering a teacher education program.

A third theme clearly enunciated above is expressed in the phrase "We've only just started a process". For this team member at least, the process of change is viewed as an ongoing process. We have no indication whether the ideals held by this team member would have a high probability of achievement given adequate structure or whether the ideal would always be somewhat illusory and removed from the realm of practical possibility. What seems to be clear, however, is that the existence of the ideals was related both to the early attempt at a field experience, and the later feelings of frustration in not being able, within the new program structure, to make adequate progress toward these ideals.

The newly affirmed goals relating to increased skill development was judged also to be a major theme. Another member of Team A expresses personal views on the nature of teaching skills and the implications of these views on the structure of a program designed to achieve skill development.

R-A2: You see we got the elements first from the committee that said these are the things that belong in Core.

I: The 23 skills?

R-A2: Yes, you know, that jazz. And I don't object to those--I look at them all the time. . . .

> I often worry[, however,] about taking things that are supposed to be common, because they are always that in the view of hindsight. I sometimes wonder if we're not trying to get all of these uniform things that are supposed to come from experience and put them in right at the beginning. It's as if you're saying, "Look, at the end of life you are going to be very wise if you've had all these experiences. Therefore, we will take all of these little bits of wisdom and give them to you when you are twelve years old." And I have a feeling that we're doing something the same here. We're not allowing these people to experience the low-level stuff.
>
> Now, I admit that you've got to have a little wisdom occurring at age twelve, too. But we've extracted the total wisdom of schooling and put it, we think, in those things. And we're busily teaching them before these students are wise enough.

I: It almost seems as if you've come to a point of evaluating some of the structure that is provided to the teams from the department, the faculty, or wherever, on the basis of this one year's experience, and you are asking, "Is that the best way to go about structuring the program?" Are you asking those questions?

R-A2: I'm asking them, you see. I'm looking ahead. They've had two Cores and they're going to get another one. And I keep sitting there thinking, What are they going to do in that other one?

I've said several times that I think we're dealing with that innate wisdom superficially. There's no other way to do it if we're going to give it to them this early.

But we're going round and round on it. I fear that we're going to go round and round and **round** on it.

I: Talking about it?

R-A2: Yes, and what we tried to do, and kept saying, "There is overlap. . . . We'll take it out."

Now we're going to have overlap in those cores. We're even planning for it. You heard us saying we don't know what they did in the first term, therefore, we will give it to them again. Well, . . . I don't object to doing things again, because I always think it enhances learning and, perhaps, ensures it. But, yes, we're going to have overlap. We better realize it. In other words, we're building it in as we practice it.
(Interview Transcript #7(135,202))

The concern for "wisdom" expressed by this team member had a holistic ring to it. It expressed a concern that prospective teachers experience complexities and selectively come to terms with them in a manner that suited the student's stage of development. There was concern expressed for the "low-level" experiences--interpreted to mean the "identity" concerns, the "survival" concerns, possibly relating to something that might be called "internalizing the teacher's role".

Later in the same interview, the approach to skill development was expanded upon in response to a question concerning the meaning to be attached to "extracting wisdom".

R-A2: When one extracts wisdom? You know, when you ride a bicycle, what you do is get on it, and you start in. And then somebody says, "No, no, you are on it backwards!", or whatever. You see what I mean? You don't get all the history of the bicycle and the theory of power, whatever it is. You try to do it first.
(Interview Transcript #21(463,468))

The concept of wisdom, held to be so important to the development of the skilled teacher by this team member, is clearly a complex melding of theory and practice, perhaps even a reversal of traditional ways of approaching theory--having it arise and become meaningful to the student on the basis of active participation with

children. This conceptualization would seem to be primarily a commitment to a **means** of approaching teacher education. It might also be regarded as an important part of a philosophy of teacher education that had been in the process of development, in the case of this team member, over a period of 25 years. Again, there exists here a commitment to an ideal, an ideal that clearly motivated this team member to support the attempt to operate a field experience along with the Core.

The ideal, however, seems here to be in considerable disagreement with other structural elements of the new program, e.g. the formalization in theoretical terms of the "23 skills". In the case of this team member, however, the disagreement between the personal ideal and the new structure was not found to be particularly debilitating. There seemed to be a readiness to accept the mismatch between the ideals held and the form of the new program. At the same time, the presence of the ideal provided a motivation, it seemed, to proceed to implement program elements (the field experience) beyond the minimal structure of the new program.

An attempt was made with the same respondent to uncover more of the dynamics involved in the implementation of change with respect to the added field experience, as follows:

I: When the opportunity came . . . someone made a suggestion, "Wouldn't it be nice if we could have the students actually out in the field and trying some of these things so that there could be interaction. . . ."

R-A2: I remember fighting that one violently--I mean **for** it.

I: Now, wasn't that something that basically the team initiated and chose to do? Wasn't it actually a step beyond what were at least the minimal expectations for the team?

R-A2: It's not laid out at all in the original module.

I: That seems to be a prime example of the team engaging in a kind of program development, is it not?

R-A2: Yes, we can't help it.
(Interview Transcript #21(472,491))

Both here and at other points in the interviews, the term "program development" has been used to describe what seemed to be the activity engaged in by the teams in implementing the new modules structure. It should be noted in this case that there was ready agreement with the use of the concept here.

On two different occasions team members who had been with the institution for twenty years or more made reference to the perceived advantages of an older program which presumably represented much more of a "normal school" approach to training teachers in the earlier years of the university-based program. One of these references was in direct response to questions concerning the integrating of theory and practice and provides a perspective on a number of themes that seemed to emerge in this study. In this case, the present issues are discussed by a member of Team A in terms of the old one-year Junior E program that was the model in the early '60's. A number of characteristics are identified that were considered supportive of a high degree of integration of theory and practice.

R-A2: To prepare teachers who can integrate theory and practice. Of course, that's exactly what it ought to be, that's the ideal. What are we doing here, in the recent past? Some.

I: What's the secret to that. Have you got any special theory?

R-A2: Well, I look back to the Junior E program which was so terribly deficient in many ways, but they had a fair chance to integrate theory and practice at that time, because we had not too large a group. And we had them for a year--extended whole courses--and we could make a little impact. We had practice groups sitting right there where we could line up this lesson and tell them what they were going to see and take them in. (They would still miss it!)

. . .

I: Now this was--you weren't in a teachers' college--you were here. But it was, what, a one year preparation?

R-A2: Yes, they did take an English course, for example. I don't remember, I was involved in music and the arts.

I: So, is there something about the university setting that tends to to break apart this theory and practice?

R-A2: It seems like we talk about it in principles. Here's a principle but you have to understand it intellectually, and do it, or you won't master it.

I: And is there a kind of put-down with the actual skill development?

R-A2: Yes, cookbooks, a bag of tricks. Gee, if you don't have any you're in a bad way!

If you don't have the principles I was talking about you're in a bad way, too. Because you don't know what to choose. You've got to have focus. . . .

I think though that with things like microteaching being used a little bit here that we're getting closer to integrating theory and practice. When there were some module kids, for example, well, all of them had to do that sort of teaching of material [in my class] that they're prepared to teach in the classroom. They did quite well.

I: Now you're talking about our module.

R-A2: Yes, but that [microteaching] happens not only in the module, it happens in all the CI courses.

I: That's really what I was getting at. Is it commonly done in a subject area?

R-A2: I think so.

I: Would you say, maybe, 40% of the instructors might get involved that way?

R-A2: I don't know. Depends on the area.

I: Let me just follow that up with the idea now of our Core. . . . Do you perceive Core as possibly providing that?

R-A2: Core ends up being theoretical, doesn't it?

I: Is that the way it exists in most people's minds? Is it defined that way more or less?

R-A2: I think so. What they're doing is taking out the theory and putting it all together and then what are we supposed to do in our CI--we're supposed to run out there and apply it? It doesn't work that way. (Interview Transcript #7(247,385))

In this excerpt there seems to be evidence of an agreement with the idea that the integration of theory and practice is an ideal and, presumably, approachable only to a degree. The reference to the old Junior E program suggests that any given program may be able to achieve certain goals more effectively than others, but at the same time may be very deficient with respect to certain other goals.

Another theme emerging here is the effect of the university community which in the past, and presumably continuing into the present, tended to downplay the "practical" in favor of the "theoretical". There seems to be no question that the respondent here is in disagreement with the impact of this influence in recent years.

A further theme relates to the potential for utilizing any program structure in creative ways to achieve goals through preferred means. The example of micro-teaching is a case in point. While certain freedoms existed within the old program structure these interview excerpts suggest that within the new modules structure many freedoms similarly exist, some of which were grasped by both Teams A and B.

D. Change Within a University Context

In attempting to uncover the feelings, motivations and frustrations experienced by faculty who participated in the implementation of the modules, a number of issues surfaced that seemed to be conceptually related to the existence of the larger university environment in which the program was being implemented. For the present purpose, the university context theme has been defined to include the impact of university structure, traditional practices, and the shared beliefs and values existing in the university change setting. Those aspects of the university context reported here reflect those identified by team members as being related to the implementation of the new modules program.

Class Credit Structure

One specific issue confronting both teams was the problem of conforming to established university class credit-hour designations in evaluating students for the different components of the modules. Four subject area components plus the Core component existed as separate entities according to the module design implemented at the time of this study. Since university practice proscribes class units of three credit-hours each, a total of nine credit-hours (out of 15 for a typical term) had been set aside for module activities during the term. The problem was how to assign grades officially for five components when the administrative structure provides only three grade slots for nine credit-hours.

The need to resolve this issue became highlighted at the insistence of students early in the year and resulted in the topic being raised on a number of occasions in the meetings of both teams. The problem was resolved in two different ways by the two teams, but not to the entire satisfaction of either. In both teams there were minor modifications made to the original strategies up to and including the last meeting in which grades were assigned. No administrative structure existed during the pilot phase for dealing with such problems on a uniform basis from team to team.

This problem, minor though it may be, is identified here as one example of a class of problems that affected both the planning for and implementation of the new

program. In this case it might be argued that during the planning phase the committees in charge of design did not anticipate the problem, or else chose to believe that it would be easily resolved at some later time. Meanwhile it was the students, primarily, that expressed discontent with the new pattern.

The fact that the implementation was proceeding in spite of this problem suggests that the problem, indeed, was minor. Nevertheless, it was a problem. It required time within class and within team planning meetings to address the problem and attempt to arrive at a working accommodation.

Team A chose to average the grades of all 5 components and assign three identical marks in accordance with the calculated result, i.e. 8-8-8 or 7-7-7, etc.[20] Team B chose to assign 3 grades in a manner that created a finer distinction among students, i.e. 7-8-8 or 7-7-8, etc. The continuing problems from the students' perspective was that there was no record of the strengths they exhibited in particular areas. In addition, the system was considered too complex to explain to potential employers.

The problem, then, of accommodating five class components in a grading system designed to accommodate only three classes caused problems that claimed a significant amount of time and generated feelings of frustration on the part of both students and faculty. Indeed, frustration was still in evidence in Team A at the final grade meeting at the end of semester. The researcher stepped out of his observer role during this meeting to inform the team of a recent decision by Team B at their grade meeting where in some cases a 4-7-7 designation was assigned as more appropriate than a 6-6-6 designation, say, when a student had at least one specific area of weakness among the five components. It is perhaps indicative of the need for some overarching administrative coordination that the information that was provided at this grade meeting for Team A was welcomed and used with dispatch to overcome the impasse that seemed to have developed at that final team meeting.

As an example of administrative problems stemming from the creation of a new pattern within a traditional framework, this example supports the concern expressed by a number of team members that the new modules required an inordinate

---

[20]Grades are assigned in this system on a 1-9 scale.

amount of time to implement.

Workload Concerns

Perhaps a more serious example of increased workload associated with the new modules structure was the impact of scaling down course expectations. While faculty were expected to cut back course content in the four subject areas to a level consistent with the apportionment of nine credit-hours over the five class components, certain realities did not change. Following the first interview with a member of Team B (the first interviews were not tape recorded) I made the following entry in my field notes:

> [A member of Team B] claimed this touched on one of the most basic issues: although the credits attached to these shorter classes are much less numerically, there continues to be two major concerns relating to teaching any introductory methodology class. First, students come with a wide variety of prior success or the lack of it, say, in the study of science. There is often a fear that must be dispelled. It takes time and a range of positive learning experiences in class for students to learn to become somewhat comfortable with their emerging role as a science teacher. This emphasis exists whether the class is a 3 semester hour class or the present shorter class.
>
> Second, students also need to be evaluated. [My respondent] is committed to engaging in some kind of screening as a function of his class. In becoming involved in this process of evaluation, which might very well entail the failure of a student, there is a great deal of tension on the part of a faculty member in making these judgements in the latter weeks of any class, whether the class is shorter or longer.[21]

For this reason and others, faculty members complained of overwork and less-than-adequate formal recognition for the increased work load they were undertaking. As one team member of more junior rank lamented,

> R: As it's turning out, I don't think we're being given enough credit in our teaching load to do the job that the situation requires. (Interview Transcript #22(343,345))

A more senior member of the other team expressed similar views in response to a question concerning incentives that may have been present in the change context.

> R: I see no clearly defined incentives. . . . On the contrary. The general feeling, I think, is that people are in fact being penalized, because it's taken an enormous amount of committee work, writing, articulation, and pluralistic democratic consensus to arrive at where we are--before, in fact, we can

---

[21] Taken from field notes dated January 12, 1980.

> even implement it in terms of the delivery system. In other words we do an enormous amount of work.
>
> . . .
>
> I think there is still the general feeling that the rewards for this are not high. In fact, they're rather meagre. The old adage of "publish or perish" still remains and there is that tension.
> (Interview Transcript #14(300,317))

Reactions to the workload among team members were found to vary. While all team members identified the workload as having increased over the traditional approach, the majority of members seemed committed to expending the extra time demanded by the modules if they proved to be effective.

The Specialist Tradition

The last reference to publishing or perishing points out the fact that the traditional university context was still in place. It was perceived that this basic emphasis within the university context was not likely to change much and consequently participating faculty were concerned about the degree to which they could feel justified in investing time in creating an improved module program. Multiple demands upon faculty was necessitating priorization. Although there exists in this and other excerpts the implicit wish that more time could be available, it was frequently judged to be legitimate to limit one's commitments in the area of implementation in favor of adequate attention to other demands within the university context.

A second theme, suggested by the reference to what may be called the "publish or perish syndrome", is the perceived need for faculty to display expertise in a specific area. This was found to provide a source of conflict for faculty members who seemed to be most in agreement with the new "generalist" theme of the new program.

> R: It's most contrary to the typical understanding of what the university is all about. Quite contrary. Here, typically, the university hires ever more specialized individuals: reading specialists for the left hand page, reading specialists for the right hand page--because there is some infinite break that occurs because of the spine of the bloody book!
> (Interview Transcript #24(550,555))

In this as in other cases encountered, degrees of frustration were found to emerge from time to time respecting the conflict that seemed to be inherent between that to which faculty members seemed strongly committed by virtue of their educational philosophy on the one hand, and what they perceived the university community to be imposing on them on the other.

The last respondent, not typically given to outbursts of frustration, is found here to question the stand taken by the Dean on this issue.

I: People have been concerned about the time commitment [required] by the new program . . . Is it negative in your mind? Is it up front?

R: Yes it is to this extent. I'm dismayed . . . that the Faculty of Education, from statements from its Dean, would give such low priority to quality teaching, and would suggest that educators could better serve their own needs and the needs of the faculty and the university by putting greater emphasis upon research. I'm dismayed to think that . . . good teaching would not only be considered important, but [would not be] considered of the highest importance.

It's too easy now, and I'm looking now at the payoff--and payoff in the university means tenure and meritous increments and promotions and all of those sorts of things, and it is easily measured by research and papers presented because those are more measurable.

I: If our new program is to achieve some of the potentials that you envision, hold to be ideal, is that one area that is going to continue to provide a bit of a bug in the system?

R: Sure it is. Yeah, we need model teachers, I think, to a very large degree, and that's the greatest challenge. I have to improve the standard of my teaching. I have to become a more able, more fluent, and a more competent teacher every day. Not one great lesson . . . once in a while. I need to get more good lessons.
(Interview Transcript #24(611,639))

If this respondent seemed to be expressing a greater degree of frustration than was typical of him, it seemed to be related to his perception that the Dean had a different set of priorities than he had. It seems that the Dean was being perceived as allied with some traditional university power structure representing, at least to a degree, an inappropriate approach to evaluating the professional activities of education faculty.

It was at a department meeting on March 6 that the Dean had expressed certain views that gave rise not only to the above reaction but others as well among department members. Although the researcher was not present for that portion of the meeting during which the Dean addressed the department, access was granted to

copies of the transcript taken from the tape recording of the meeting became available to all members of the department some weeks later following a period of considerable informal debate among department members concerning precisely what the Dean had said at the meeting.

Before examining the transcript and examining the actual statements of the Dean, a number of interview excerpts are presented here that capture the impressions and reactions of team members to the Dean's message.

The first rather lengthy excerpt is drawn from an interview with the leader of Team A. Rather than breaking up the overall trend of thought in this excerpt that would be necessary to deal with only one issue at a time, the excerpt is presented here in its complete form.

I: Relative to other teacher education institutions, would you say that this department is exercising leadership in methods of teacher education, is on par with other institutions, or is more of a follower of trends set elsewhere?

R: How about none of the above?

I: What would be another option?

R: I really don't think there are large numbers of staff who conceptualize teacher education curriculum or teacher education programs. A lot of staff feel very strongly about the quality of the courses they teach, . . . and have interests in research, and have played active roles in professional organizations, and do the things that professors in elementary education do to a great extent. But I think the number of people who conceptualize alternative curricula for teacher education could be counted on one hand. It's just not something that is a pervasive concern.

So your question about leadership/followership I think misses the reality here. Most people are so tied up in the teaching of their courses, their research programs, their publications, their organizations and so on. Those have always been revolving around specializations in subject areas.

The curricular content area has always been the base upon which staff is hired, assigned responsibilities and [they] have felt loyalty to and concern about [some part] of teacher education. It's always been some part of the whole rather than being this responsibility for the total. . . .

I: [Do you perceive that there exists] an anomaly between that and the attempt now to go with a more generalist program?

R: Yeah, we do. It's--

I: Do you foresee problems? And what kinds of specific problems?

R: Yeah, I see problems. I think the basic problem is that the definition of "generalist" is not clear in most instructors' minds and that because it isn't clear they have no clear perception of the function of the modules in developing generalists and, in most cases, I frankly feel that there's no strong commitment to making the module contribute effectively to the

preparation of generalist teachers, or in understanding how the module relates to the other components of the program in preparing generalist teachers.

You can go around and talk to people . . . and ask about where the modules come in a four-year program and you get blank looks; where the modules come in relationship to the practicum components, blank looks.

Because people don't grasp those relationships they find it difficult to contribute effectively to the pieces as a whole.

I don't know what the good solutions are. We've met and met and met, trying to get people to argue through the alternative ways that you can design a four-year B.Ed. program. Yet, we find continually that the discussion comes back to "Where are they gonna learn how to teach math?"

I: Yes, I see. . . .

Now you just mentioned the lack of ability on the part of some members of faculty to conceptualize just how pre-service education taking place on campus is related to the practica and some other areas. How do you get at those kinds of things? . . . Is it awareness? Is that a first concern, to develop awareness? . . .

R: That's part of it. I think the other part of it is leadership. At that same meeting that you referred to, the Dean, you will recall, spoke for the first half-hour and during that half-hour made it quite clear that he felt that our priorities were wrong and that our willingness to continue to invest staff resources in operating a practicum supervision component were mistaken--that we ought to reexamine them.

When I first came here, the first year I was here, I sat on the committee where a number of staff who had been here for many years were on the committee. He told me then that, in this faculty any contribution you make to supervising student teachers will not be weighed in your favor at the time of deciding on tenure, deciding on promotion, deciding on increments. And I think the Dean sort of underlined that in his remarks the other day, [saying,] that if you choose to invest yourself in those areas, it will not help you at the time that decisions are being made about promotions, increments and tenure. With that kind of leadership, you can't very well expect that staff are going to be excited about efforts to try and incorporate the elements of the program into a whole. They'll not invest themselves in trying to tie together practicum and CI courses.

I: We just had a change in the Assistant Dean responsible for practica. . . . Did an external search take place for that? That was strictly internal wasn't it?

R: Absolutely. People were invited to apply for the position. Some of us in the CI department, in fact, went around and got signatures on a letter to the Dean asking him to consider [a certain colleague] for that position because we thought it of vital importance that the person filling the position have some experience in working with cooperating teacher in-service programs and participating in both Phase 2 and Phase 3 of our practicum program and student teacher supervision in the field over a period of years, and in trying to integrate CI and practicum. Now, why did we list those kinds of criteria? Because we knew that the Dean had approached people, and asked them to apply for that position, who lacked those kinds of backgrounds and we thought that it was of vital importance for that job to be done well. The person that we suggested was not the one who was appointed.

I guess there was never any doubt. We were told, in fact, that this

appointment is made by the Dean, not by the faculty.
(Interview Transcript #5(216,336))

Given the multiplicity of issues that seem to converge during this exchange, an attempt will be made at this point to step through the excerpt again and identify a number of the themes in this study that seem to be represented in the expression of this particular viewpoint.

The first question concerning the degree of leadership in teacher education by this faculty within the national scene, say, was prompted by an earlier interview with another team member who expressed frustration at the lack of leadership being exercised by the faculty in some areas. The response received here was clearly not a direct response to the question. Rather the question seemed to provide an opportunity for the respondent to move the discussion from what he may have judged to be a rather superficial concern towards a more fundamental concern of interest to him personally and of interest, presumably, to the general development of quality teacher education.

The quality issue in the department's programs seemed for the respondent to be related to the entrenched subject-area orientation of the department. Elements of the traditional university structure that reinforced this orientation included the existence of the subject areas themselves, to which new staff gained access as faculty members on criteria presumably specific to subect-area expertise. Whereas earlier programs within the Faculty were patterned much more closely after the old "normal school" model, the changes that had taken place over the years brought the structural pattern of the Elementary Education department much more into line with the typical university content-specialist pattern. This approach was perceived by this respondent to be interfering with, or otherwise detracting from, the potential of faculty members to engage effectively in delivering programs oriented toward more holistic and integrative goals of the generalist program.

Clearly, the respondent believes that successful implementation of the new program involved more than grouping faculty members into teams and making the minimal adjustments necessary to include a new core curriculum into a new arrangement of C & I classes. Rather, in his view, the implementation and continuing

program development is dependent upon a variety of initiatives required of a large number of faculty who, through the new decentralized structure, have responsibility for creating improvements in program quality.

The references to leadership within the faculty were viewed by this respondent to be central to an understanding of the process of program change. This seems to be of interest from a number of perspectives. First, the respondent himself had shared in the leadership process in a variety of ways: as part of the formal governance structure of the department, as chairman of the department's planning committee, as chairman of the Core Committee, and even now as the designated leader of Team A. This respondent had clearly invested much time over a period of about three years in attempting to nurture the department toward what for him was a more effective approach to teacher preparation. His reaction to the Dean's views, as recently expressed to the department, seems to convey a considerable degree of frustration--frustration caused in this case by what may be viewed as almost an external agent disturbing the fragile balance that had been so carefully nurtured over a period of time.

The scene that emerges, then, seems to suggest an assortment of issues that are implicit in the university governance structure. On the one hand, the collegial model, frequently judged as an appropriate model to describe university governance, seems to assume the existence of a community of highly qualified experts who have at their disposal a considerable degree of autonomy and power to collectively pursue activities that reflect their values and professional competencies. The respondent in this interview suggests that there may be some discrepancy between actual reality and the stereotypic image of the collegium.

Committee Structure

One of the characteristics of university life is the committee structure which provides a mechanism for considerable decentralization of decision-making. Inquiries were made of the participating faculty concerning the process by which the existing module structure was conceived, recommended and approved. For those who were

not centrally involved, responses tended to sketch only briefly the fact that committees had met and had made recommendations that finally led to acceptance of the present structure. One member of Team A, however, exhibited keen interest in the process and expressed not a little frustration with the way in which he saw the collegial process at work in the creation of the new program within the department.

I: What I hear [you saying] is that the planned change that's been implemented is significantly different than the kind of preferred change . . . you would like to see?

R: Yeah, there would be major differences. This even goes back--I've voiced these at our spring meeting. (I guess it would be two years ago now, when we were supposed to approve all the things about this new program that the committee had come up with.)

I didn't like the notion that this was happening apart from the practical experience. I felt some link with practicum would make it far stronger. The department didn't agree. . . .

The fact that we happen to have language, reading, music and social studies together was just an arbitrary decision. I was assured we could have any combination at all. What's happening now is that we've become very rigid about the way things are grouped. We're also ending up with people being thrown together--whoever is available to teach a module.

I really feel it would work out far better if we could seek out people to work with.
(Interview Transcript #22(308,336))

The concerns expressed here clearly imply disappointment that some of the advantages that may have been perceived earlier and that were used to rationalize the acceptance of the plan were not found to be consistent with the realities of ongoing implementation.

The personal perspective of this team member seemed to hold in high priority the need for flexibility, both with respect to opportunities for interaction between theory and practice as well as the need to group faculty on the basis of interest and philosophy of teacher education. The same respondent continues,

R: One of the peeves I will just mention is the way the XXX thing and the XYZ thing is listed. That doesn't make any sense to me at all.

But I think what all this comes down to is . . . I guess I get upset about the notion of reaching a consensus too often, because what you tend to get is the lowest common denominator sometimes. If there are any differences they have to be excluded because you can't reach consensus. Or if you have a large majority of the group thinking alike, you get rule by majority. And those things seem to be pretty antithetical to notions of collegiality and the democratic process. . . .

> I think when you talk in terms of government, you say, protect the rights of individuals and minority groups, in a sense. I guess I felt I was just steam rollered by the whole thing.
>
> I guess I tried to give lots of input to that process and I saw none of it really showing up in the final result. So part of my problem with commitment--
>
> I guess I'm 5 on a scale of 1 to 10--
>
> I wasn't averse to it. I wasn't committed to it. I'll go along, I'll teach it. But, I wasn't committed to the thing.
> (Interview Transcript #22(365,389))

Again, some of the same issues which emerge and have been identified earlier are found to surface here as well. Ideals seemed to exist in the minds of these team members. For some, the commitments are closely related to the degree of input that they as faculty members are going to invest in the new program implementation. If the new structure and processes are viewed as supportive of the professional ideals, then a great deal of energy may be expended. If the discrepancies are too large, a type of withdrawal may be in evidence.

Issues surrounding leadership also seem to emerge from this viewpoint as well. The alternatives to consensus would seem to logically fall into at least two alternative categories, either allow a lack of coordination and integration to continue or provide a formally defined leadership pattern wherein cooordination and integration could still be actively pursued, but without demanding full participative consensus decision-making. The former alternative, involving a continuing lack of coordination, would not differ significantly from the older pattern--an option that would not have received the support of this faculty member. The latter alternative suggests a managerial role that would by-pass much of the consenual process, perhaps, but would have to be exercised with regard to the democratic rights of minority dissent to be acceptable.

A third alternative, suggested by this same team member in an earlier transcript excerpt, seemed to express a preference for establishing teams on the basis of some natural collectives created by members themselves around, say, common philosophical perspectives.

The Impact of the Dean

A strong advocacy for change is perceived to exist in many of the statements of Team A members examined above. Basic to the implementation of such changes are the structural patterns that are caused to exist and the expressed support for developing and monitoring such structural patterns by the effective leadership within the faculty. It is within this context that the Dean's message to the department generated not a little debate and reaction among some department members, and the module team members specifically. With the new program in the process of implementation it seemed to be important to team members that the new structure was being supported by the Dean's office.

The Dean anticipated some reactions to the views he was expressing when he stated,

> Some of you will say, "Wait a minute. Years ago you were saying that we had to give top priority to undergraduate programs," and I did say that, and I was talking about our involvement in revising the undergraduate program. It's important that we continue with it and get that revision in place . . . . [However,] I submit, there are other institutions that are going to make their leadership contributions through undergraduate teacher education and perhaps we ought to leave the door open to them. (Document: Department of Elementary Education, March 6, 1980 p. 4)

The Dean proceeded to confront the department on matters of values, principles and priorities by charging that

> a serious gap [exists] between your commitment to the concept and your commitment to the application and practice. Let's be more specific. It is an article of faith in this department that faculty consulting, and [the use of] the experience of faculty consulting for a linkage between theory and practice in C & I courses, is a very good thing. We should all aspire to it. The difficulty is that many of you then look for all the excuses you can find to avoid supervising students. (Ibid., p.2)

He then proceeded to challenge the department to think positively and creatively in the face of the future, recognizing that there existed both "opportunities and demands to extend our activities in a number of areas." He cited specifically the areas of continuing education, graduate studies, research and publication, and in-service. He claimed that

> all the units in our faculty . . . are going to have to come to grips with priorities. In what do we want to invest our time and energies?

> Sometimes I get the feeling that we are so busy doing things that we don't need to do simply because we have always done them that perhaps we are not paying enough attention to the things that we ought to be doing. Let me illustrate. I personally believe we may be spending more time on the faculty consultant role than we ought to in terms of its payoff. (Ibid., p. 3)

The Dean's presentation touched as well on staff and budget cuts and in this context seemed to be challenging faculty to

> make some tough and hard decisions . . . on the basis of consensus--so that we accept them as reasonable, rational, and that we be prepared to live with them and commit ourselves to their applications. (Ibid., p. 5)

These few excerpts represent in very brief terms the gist of the Dean's message to the department. Implicit in these statements seem to be messages with some profound implications for the program revision and implementation process that currently was at the pilot phase of implementation. First, there seemed to be a clear message to the department that the process of program implementation was being viewed from the Dean's office as nearing completion. It was perceived that the Dean's view of program review and implementation was a relatively time-specific process which, once it had occurred with respect to one issue, provided a setting from which new and rather different initiatives could then commence. In contrast to the possibility of a linear progression of reforms, where one innovation was superceded by another in a manner that built upon the first and extended it towards the further implementation of certain goals, the new program development initiatives currently proposed by the Dean were largely unrelated to and found to be in competition with the first set of initiatives. The Dean was challenging faculty to consider alternative goals toward which portions of the limited resources of the department would have to be diverted.

While some faculty who were centrally involved in implementing and participating in the implementation of the new modules were disturbed by the Dean's message, some team members were sympathetic. One member of Team A, particularly, perceived considerable value in what the Dean had expressed as evidenced in this excerpt:

I: When the Dean is talking about . . . in-service, is this going to be deflecting energy, . . . trying to achieve on too many different fronts, say?

R: If I were going to predict, and I guess maybe I shouldn't do that because I know I stand somewhat isolated in my feelings as to where we ought to put our energies, the place to have impact is on first and second year teachers.

When they've gone through the year-and-a-half and done some teaching in their classrooms where they can start to think on their own, it should have a major impact on what they do. Whereas here, if you influence them, they go into the faculty's student teaching and they can't do anything anyways because they've got to follow the model the teacher's already set up. (Interview Transcript #16(299,315))

The isolation this member is alluding to represents a self-description of his personal orientation as a participating team member to the general approach provided by the leader of Team A. Having withdrawn somewhat over the course of the year from a central role of support for the trends underway, this withdrawal has now turned into a counter-advocacy of a different approach, an approach that happened also to be advocated by the Dean. This shift in direction is all the more significant when this same team member on an earlier occassion had stated that the Dean had "been adament" in promoting the first round of change.

E. Viewing the Innovation from the Perspective of the Teams

In describing the perspectives of the teams attention will focus first on Team A, the team comprised largely of faculty members that had been centrally involved in department and faculty committees in preparation for the implementation. The reader is reminded that the leader of Team A had been part of the formal administration of the department and thus may be expected to have had a perspective on the trends and issues involved in developing and implementing the new modules structure.

I: Let me ask you to describe what the new program means to you in terms of the freedoms, the constraints and the expectations. This last year it seemed that the conception evolved which said, "We've got the four C & I's and we've got the Core. And we will come together in our weekly team meetings and we will coordinate ourselves, primarily with respect to seeing that people are available to do the presentations for Core."

I think that even in the experience in the school, although it's related with the C & I's as well as with Core, most of the discussions seemed to revolve around the Core component . . . So what was your conception of the mandate, or whatever, from the department with respect to establishing new structures or new patterns?

R: I don't see any mandate from the department to do that. I'm quite sure there are going to be six different teams staffing the modules next year. And I'm sure each of the six teams will generate a wide variety of ways of

implementing that program. . . . And I don't think it's done so much as a result of any mandate as it is done out of some convictions about what are most effective ways to help prepare students to be good teachers.

I: So basically, the department, as you perceive it, has simply provided some minimal changes with the introduction of this new program. That is to say, faculty members will be grouped into the teams they'll be given the responsibility for teaching the four subject areas plus this common element, the 23 skills, plus the other emphases, and virtually any way they choose to go about it is basically up to them. The department is not putting any limitations on what can be done. It's basically defining the structure, the team structure, and then go ahead. Is that it?

R: There are two other things that enter into that. One is the provision of facilities/space, and the other is the blocking of time, and both of those are crucial.

For a long time in social studies we've been advocating that teachers get their students out of the classroom more, and into the community. You can't do that (I'm thinking more about secondary schools at the moment) . . . if you have short time periods, if you have students for fifty minutes. That's very difficult. The same is true of our program here.

Because we have the time organized in such a way that we have it in very substantial blocks, the opportunity to work with students in different ways than the normal 50 minute lecture is possible. And I think that's one of the things that's going to make it easier for the staff to find a variety of alternative ways of building the module program.

The facilities is another piece of it because during this coming year--well, last year we had this one classroom that was ours. Nobody else used it. And that gave us some flexibility in terms of when and how we could use the room. This coming year we also will have some flexibility. We are going to be booked into one large room that's large enough for 70 students. We're assigned to two groupings of kids that we have to work with. And we can pull them all together for part of that time in one large room and do things with them, 4 working with 70, in a wide variety of ways.

It really does, it seems to me, encourage us to look for a wider variety of ways of putting the program in place.
(Interview Transcript #20(38,106))

While it may be assumed that the perspective outlined above was communicated generally to members of the department, it is probably unwise to assume that the full extent of the freedoms identified above within the new structure may have been interpreted equally by all department members. Nevertheless, the review of basic elements in the modules change setting, as provided above, establishes a base from which we may investigate the approches to implementation that characterize the activities of the two teams.

The two teams proceeded to meet some months in advance of the September commencement date. The activities engaged in during this advance planning included

primarily:

1. a review of the Core content,
2. adoption of strategies to allocate responsibilities for presenting this content, and
3. consideration of evaluation strategies and assignments.

During this phase, both teams proceeded to identify a team leader, a process that became formalized in Team A only after the department chairman clarified that such a formal identification of a leader was of administrative interest to the department. The perspectives of the two leaders concerning the nature of the task and their roles, though common in many respects, were found to differ in important ways.

These differences were found to contribute to different styles of interactions within the team and different reactions by participating team members. Indeed, the differences in style were found to represent, to a degree, two different strategies for program implementation.

Throughout this section an attempt is made to draw attention to a variety of issues, themes, and perspectives that characterized the implementation of the modules. Basic to much of the analysis that follows is an emphasis upon leadership style, particularly in relation to the perspectives of team members towards the utilization of freedoms inherent in the new structure.

The Perspective from Team A

The leader of Team A preferred a style of team interaction that would have made a formally identified team leader unnecessary. His perceptions of the role and how it evolved are given here:

I: How did you evolve as team leader of the group? Was that a formal decision or was it by default?

R: When the teams were set up nothing was said; nothing was in print about the role of team leader. And I thought, well, that looks like an interesting way to go at it. Everybody has equal responsibility for assuring that the team functions effectively and stays on track and gets things done.

I don't know why, but I somehow at the very first meeting accepted the responsibility for notifying people about the next meeting. It was a mistake. I should have kept my big mouth shut. Having done that, somehow, it seemed to build certain perceptions in people's minds about other roles

> that are related to that. But I never felt that there was any clear identification of a leadership role or that I was charged with the responsibility of being leader, until midway through the first term, I guess it was. [One of the team members] asked a question at a meeting, something about, "Are you the leader of this group and what does that involve?" I said I had never been charged with that responsibility. And a couple of days later, [the department chairman] called me to her office and asked me if the group functioned with me as the leader. And I said I didn't think that was the case. I usually called the meetings, but that was about the extent of my leadership role.
>
> [I suppose] that grows out of the role that you play in helping to get the program generated, or something like that.
> (Interview Transcript #20(498,519))

As an observer entering the innovation setting at a time when the new program routines were already largely in place, the researcher proceeded to clarify his perception of the viewpoints of team members through a series of questions that were based on an assumed need for a team leader. These are included here to provide further insight into the strength of vision, or possibly, the degree of idealism exhibited by the leader of Team A, as he continues:

I: The new setting has provided for the [leadership] role to emerge one way or the other. So, for you--

R: I wonder if it must, really. You're saying that it must?

. . .

> I'm not so sure. Why not have the team operate so that, in fact, everyone is asked to accept equal responsibility for the completion of the group's task and its success?

I: Rotating or something like that?

R: Why rotate? Why not, just, everybody's got to help?

I: You mean . . . everybody comes to the meeting prepared?

R: Everybody comes to the meeting equally prepared.
(Interview Transcript #20(529,555))

This excerpt points out one of the characteristics of the teaming style found to exist in Team A, a style that will be referred to from here on as "egalitarian". Expectations were found to clearly exist within the team, however, that leadership was needed and that it naturally devolved as time went on to the one who became formally identified as such.

In an interview with one of the members of Team A we find this interchange.

I: Let me go back to the process by which Prof Addy[22] became identified as team leader. Did this arise naturally [on the basis of] his involvement in the administration of the department and his previous involvement with some of the planning for the new program . . . ? Was there a point where you made a decision regarding team leader?

R: It was hardly ever done explicitly. But yet, on the basis of behavior, I guess Prof Addy called the first meeting. We met in the Social Studies room 282 at the very end of the second floor which was different than meeting in a Music room, or a Reading room. . . . We didn't use those. It was Prof Addy's turf.

I: Prof Addy was very interested in seeing this proceed?

. . .

R: I don't think he forced himself. He didn't see himself falling into the leadership role or trying to take it over in some way. He just felt things must keep going. "I've got a room we can meet in." And I think his enthusiasm and commitment just sort of helped shape it.

I: It seems to me that the decision to go with the integrative assignment, likewise, pre-programmed a lot of your planning meetings. There was a lot of discussion on that.

R: You see, even that notion came from Prof Addy. That was largely an assignment of his. I think the biggest difference, and this is where Prof Addy really became much more solidified in his leadership role, was that from one meeting to the next the three of us hardly gave it any thought. Prof Addy worked hard on things in between meetings. He would come and say, "Gee I found all this stuff." And we'd get sick again because we hadn't even thought about it.
(Interview Transcript #19(388,469))

The role of leadership within the teams seemed to emerge as an important theme within the data. The style initially adopted by the leader of Team A, as egalitarian as it was, did not meet the expectations of all team members, however, and may have contributed early on to certain frustrations among the team.

I: To what degree did the team leadership that emerged have an impact on the form of the modules? To what degree did the leadership shape the structure and activities that would be associated with the team planning?

R: I'm not sure how to answer that exactly. I know I guess I'm influenced by how I think it should have. But as I reflect on how it did--

. . .

It would seem like the leader should have given a fair amount of influence to what was going on and I guess he did to a certain degree. There had been some preplanning, prethinking, and a structure had come out from the

---

[22] In an attempt to respect the anonymity of participants as as much as possible and yet retain the dynamics of expression, first names of participants used in this and a number of following excerpts are replaced by pseudonyms of the form Prof X.

department and Prof Addy was highly involved in that and so we looked to him to keep moving it.

It broke down in that I think he did not sense that he was supposed to be the leader and we thought he had been appointed that. And later that was clarified to him and to us that he was, in fact, to be the leader of it. And so there was a time where it was quite difficult in the planning to get closure because we were all looking for him to lead and he wasn't wanting to do so or didn't feel it was his place to do so. Even though, I think, he did exert that to a limited degree through that time.

I: Would you care to express your feelings with respect to the need for a leader in a team such as this one.

R: Yes, I think there needs to be someone who assumes the responsibility. I think, for efficiency, nothing else. Because we spent a lot of time talking and rolling things around that I think that closure could have been brought to it much more quickly had someone assumed the role to bring it to closure.

I: Is there a problem with always trying to achieve consensus in a democratic manner?

R: Oh yeah, there is. But, I suspect there's also a problem with trying to do too many things and not having someone really take the lead. And, therefore, you spend an awful lot of time talking. While that's necessary, in some cases, I think we wasted a lot of time. And I think we started to get that feeling that we were wasting time and that wasn't good either.

. . .

I: You met for a number of months.

R: Yeah, we met for a long time.
(Interview Transcript #23(1,76))

The excerpt above identifies an alternative conception of a leadership role that would have been preferable for this respondent. As such, it represents a basic disagreement in philosophy. Under these conditions, leadership, conceptualized in a way that implied "followership" by other team members, was being advocated as a preferable approach to becoming bogged down in consensus decision-making.

Within the context of the change setting with its implicit expectations for achieving new goals and implementing new activities, the phenomenon of teaming provided a major focus of concern for participating team members. It was evident that much energy was being devoted to simply bringing about a functioning team in which team members would achieve somewhat of a common mission and complement one another. Frustration with this process has been identified earlier by this same respondent when he complained of "all that chaos".

And yet for the leader of Team A, the teaming structure was an integral part of the total innovative thrust within the department.

I: Is the initiative for getting involved in experimentation and trying out new approaches resting entirely with the faculty members themselves?

R: I believe so. . . . I think you [are aware of] the remark by Fullan and Pomfret. And they pretty well said, if you want something to be successfully implemented, then have the people who are going to be doing the implementing be very basically involved in the curriculum planning process. And I think that's sort of the way it's operating here.

A tremendous amount of latitude has been given to those instructional teams for the planning of what is to be the curriculum. The goals are laid out in the broadest possible form, really. So every team is responsible for translating those goals into plans that they are comfortable with. It seems like a good way to go to me.

At our spring meeting, Prof Farrow[23] expressed concern about our evaluation report not having given more direction to the planning teams, not having told them a great deal more about the specific materials to use, the specific kinds of activities to use, and so on. That wasn't the way we saw it at all. To me that would have been an inappropriate role for us to play.

I: There's a number of different models that come to mind. We have been operating with one model where, given a course and whatever established guidelines or outlines that exist for that course, the faculty member is very free [to proceed] in whatever fashion [he pleases]. . . . Another model might be the mandating from the department level or SAC [subject area committee] what a course ought to consist of--a highly packaged approach. . . . We're working somewhere between those two extremes, a great deal of autonomy on one hand. . . .

R: Not very close to the middle, I don't think. I think it's pretty far toward the autonomy end.

I: But the major difference is that the team members [in the modules] have to come together and work things out themselves, they've got to develop a consensus on things like that.

To what degree, then, do you feel that the team was successful this year in arriving at consensus?

R: Our team? In terms of how satisfying everybody found the consensus that was arrived at? I think . . . it fell short of being as satisfying as many people on the team would have hoped. And that comes in part from the diversity of points of view. Really it comes down to how each of us as individual faculty members should define our role and our priorities, I think.

I'm sure you are aware that there was a lot of feeling throughout that participating in the module was demanding a lot of time, and I think that tells you something about priorities. Different staff have different kinds of priorities on the way they use their time. And I think that that's one of the sore spots. Everybody has to work those priorities out. (Interview Transcript #20(144,225))

---

[23]A pseudonym for a department member not part of a module team.

The commitment to a process-oriented style on the part of the team leader was clearly founded on a particular perspective on how to achieve change within the university context. While strong commitments to a collegial model were evident, in which participating faculty had every right to share their perspectives and participate in genuine consensus building, this goal was recognized by the team leader as being only partially achieved.

Other themes that surface in the above excerpt include (1) the recognition that goals for the implementation, although broadly defined, did exist, and (2) a recognition of a strong decentralization of responsibility for "translating those goals into plans".

In this excerpt, the leader of Team A rejects a more directive and highly structured approach that seemed to be recommended by the member of Team A cited earlier. Not only is it rejected at a personal level, but the rejection implies that such an approach would be inconsistent with the very structure of the new modules.

It is also important to note in the last excerpt that the leader of Team A was not particularly surprised that greater consensus had not been achieved. The problem was perceived to be the "diversity of points of view".

Given the diversity in viewpoint, it seemed reasonable that the resulting tensions existing within the team might generate problems. Inquiries were made again of the team leader concerning the degrees to which team members learned to feel at ease with one another over the two terms of teaming.

I: Was there a change from early September through April . . . in feeling more at ease, with being able to risk? . . .

R: Yes, I'm sure that is true. You get to know people and feel you can let your hair down a bit more--reveal a little larger piece of the hidden self that's there. Oh yeah, sure, that happens.

But it takes time, too. You talk to [a common acquaintance from another teacher education institution] about what happened [in her institution] and the team she's been working with. I think it's eight years now, and she says quite frankly that it wasn't until half that time had gone by that they were able to work together as a team--knowing one another well enough to function as a team. . . .

The advantages are very clear, but by the time you start getting to know one another and feel somewhat comfortable with one another, you're assigned to a new team and start all over again.
(Interview Transcript #20(424,442))

We find here an admission that the consensus development process was not fully achieved, but neither was it really expected to develop quickly. As a consequence, there is no indication here that the attempt should be abandoned. There seems to be a belief that it can and will come about, given enough time.

In contrast to the optimism of the team leader, one team member, speaking perhaps for two of the four members of Team A, expressed the view: "I still see potential in that format. But, for other reasons, I really am quite turned off the whole situation right now" (Interview Transcript #22(100,103)). It was found that disenchantment with the modules commenced, for this team member, even prior to the department approval of the program in general and the modules portion in particular.

An attempt was made to probe for more of these feelings by asking participants about the discrepancies that existed between the present new program implementation and the types of programs they would personally prefer to see operating. The interview with the last respondent quoted continues as follows:

I: [Would] the preferred change that you would like to see take place . . . be different than what the Faculty and the Department is currently involved in?

R: Yeah, there would be some major differences. And this goes back. . . , I guess it would be two years ago now, when we were supposed to approve all the things about this new program in general terms, at least, that the committee had come up with.

I didn't like the notion that this was happening apart from the practical experience. I felt some link with practicum would make it far stronger. The department didn't agree with that. That's something I would like to see.

[Also,] the fact that we happen to have language, reading, music and social studies together was just an arbitrary decision. I was assured we could have any combination at all. What's happening now is we have become very rigid about the way things are grouped. We are also ending up with people being thrown together--whoever is available--teaching a module.

I really feel it would work far better if we could seek out people to work with. I know there are people in Art and Social Studies I like to work with, and Science. But some of the choices I would like to have just aren't possible with the framework being established. And also, even just the weighting. That's something that nobody would make a decision about as to how much weighting would be given to this kind of teaching load. And as it's turning out, I don't think we're being given enough credit in our teaching load to do the job that the situation requires.

I: If something like that were changed, would that affect your attitude to the team planning structure?

R: Oh, I think it would. I'd feel more optimistic.

> I guess I [also] get upset about the notion of reaching consensus too often because what you tend to get is the lowest common denominator sometimes. Or, if there are any differences, those have to be excluded because you can't reach consensus.
> (Interview Transcript #22(313,374))

A number of other issues relating to the disenchantment sensed by the same member of Team A can be identified in the following passages, as well.

> R: Some people, for one reason or another, play more of a leadership role. Other people tend to go along. There are changing loyalties and all sorts of other things but--
>
> And, of course, everyone is affected, not only by their personality, but by the theoretical base they come from. But it seemed to me that what we did was affected by people's personality types, their own way with interacting in a group and how we perceived each other, and even where our theoretical bases lay. That was certainly part of it.
>
> We talked about how Prof Addy sort of fell into this leadership role in some fashion. The rest of us tended to go along with that. It made things a bit easier for me probably because I think I was closer to Prof Addy theoretically and philosophically than to [the other two] and I tended to side with Prof Addy. His leadership role gave us more than just the two votes in a sense. There was more weight when you take into account that he was viewed as a leader of this group.
>
> Also, I wonder if it wasn't a matter of people's commitment to the module. I didn't perceive Prof Banni as being highly committed. But if he had been more directly involved in the building of the thing, or something like that, he may have not gone along as easily.
> (Interview Transcript #22(153,175))

Found here are a variety of perceptions relating to the themes that seemed to constantly emerge from the data: first, there is recognition of what seemed to be the inevitability of a "leadership role" together with the existence of those choosing to "go along". This arrangement is not disparaged by my respondent, although it must be noted that he personally felt a closer affinity with the team leader's philosophical orientation in this case. The reality of leadership seems to be accepted.

Even under conditions where a close affinity exists with the team leader, however, the commitment of this member to the innovation was found to be negatively affected by the larger structural dimensions affecting the freedoms to pursue what for him was an ideal form of teacher education--one that was strongly field-based. Because of this commitment, which was shared as well by most other members of Team A, it seemed natural that the team did proceed with a limited field

experience. Although it represented a compromise, the limited amount of field experience possible within the new structure was found to continue as a nagging negative aspect of the new innovation. The reality of what seemed possible within the new program was falling considerably short of the particular ideals held by my last respondent.

Another discrepancy between reality and the ideal lay with the composition of the teams. The random mix of faculty, each bringing their own philosophical perspectives, provided a major source of irritation and an inhibiting effect upon decision-making. Coupled with this was the perceived problem of variable degrees of commitment exhibited by members of the team.

The idea of involvement as a means of achieving commitment is also identified in relation to Prof Banni. It was Prof Banni (a pseudonym) that had earlier expressed the view that he stood somewhat isolated from the larger group. Ironically, however, this team member had had a high degree of involvement in working with other team members on the Core Committee. In addition, the team had met many times in advance planning for the modules implementation and even now, after two semesters of working together in a team, under a team leader that was strongly committed to concensus decision-making, the degree of involvement of Prof Banni with the team must be judged as insufficient to bring about the required commitment.

Turning again to the views expressed by Prof Banni, it is apparent that a polarization of views existed that was not being adequately resolved. In the following excerpt an inquiry is made into the degree of potential this team member saw for continuous development of a quality program within the modules structure.

R: I'm really not sure. I think a lot will depend on the membership of the team. Because, if you get polarized views on the team, then I think your chances of getting something quite consistent are difficult. And I think you'll end up with having more of a struggle with bringing those poles together, you know what I mean, in some kind of direction that is equally satisfying to all members. Whereas, if you have a team which is basically common thinking, then I think you'll get it fairly quickly.

I: In other words, in looking over the members of the faculty, generally, would you be able to identify in your own mind, some members that you would feel much more comfortable working together within this structure than others because of the closely related points of view, perspective, or whatever?

R: That's certainly true. I don't want to deny that the interaction with those polarized views is bad. Because I think that we all need to learn and each

> view has merit. And I think the more we can learn, the better off we are. But, that may need to be done apart from the presentation to these undergraduates where, in fact, they cannot--they're not in a conceptual framework in their own mind to be able to see that those views should exist.
> (Interview Transcript #23(222,250))

The problem of philosophy emerges here again, strongly and clearly. Whatever advantages accrue to participants by virtue of the different perspectives brought into the team, this is overshadowed by the practical problems involved in getting on with the task.

It is also noteworthy that this team member does not regard the existence of conflicting philosophical perspectives to be particularly advantageous to the students at this point in their program.

Earlier, this respondent claimed that the problems within the group stemmed primarily from a lack of firm leadership. In the interview last cited, he raised this again, as follows:

> R: I could see a leader having gone in and done some work with that and then come forward with, "Listen, here are ways to structure the curriculum". (And that's what we're doing, curriculum.) And I don't think we did that. I think we really hassled right down in the mire and didn't do much more.
> (Interview Transcript #23(127,132))

There are a number of possible interpretations to this excerpt. It seemed to the researcher that this criticism of leadership style could be used to draw as many interpretations of the team participant, perhaps, as of the team leader. Indeed, references had already been made from time to time by other team members of the "Big Red Ring Binder", a resource guide prepared by the last quoted team member for another course within the Department. While it is evident from the expressions of the team leader, cited above, that his style was largely one of consensus development, it was well known within the department that the style of the last respondent in providing leadership and engaging in curriculum development activities tended to be relatively highly structured and rather directive. In order to highlight the degree of difference again on this, the following passage has been selected:

> I: Now, do you hold a hope for an improved efficiency in this kind of a team structure or are there some inherent problems in teaming faculty as we did this last year that may continue to militate against good curriculum

development?

R: Well, I suspect that every team will come up with a different approach. That may not be bad. In fact, many people suggested that's a good thing. My worry is that, as you go back to the original thinking, that was designed to have consistency in the Core. If the consistency--

I: From section to section?

R: Yes, and that everyone would receive the same kind of instruction, or at least the same information. Not necessarily the same presentation mode. I suspect, if someone doesn't hop onto that pretty quickly and monitor that information, it's not going to be long before the sections are going to be as different as night and day and there's not going to be any difference from what we had in the past. And what the department was after in terms of consistency will not be there.

I: In your mind, has this been a fairly high priority?

R: Well, the department saw it as a high priority,. otherwise, I don't think they'd have shifted from where they were, because they saw that inconsistency across sections and across what we were doing.

I: So part of the motivation to go into this kind of team structure was to get a better handle on it?

R: Well, I'm not sure that was the motivation to do a team structure. But it was the motivation to change our offering from having just CI courses to go to a Core system.

I: That's right, and then defining within the Core the 23 skills and so on. All of that can be understood within the context of a need to make sure all of the basics are adequately covered. Everybody gets this certain Core.

R: But you see, even within the two teams, I think we found that where we were sticking very rigidly to the 23 skills type of thing, that the other team had not seemed to go that route. At least they weren't to the extent that we felt we were.

Now, that's our own perception and I guess the first time through you can expect that kind of variation. But I think that it will continue to be variant and will be more extreme over time if something isn't done to bring it into some consistent pattern or form. And I think that the dissatisfactions of the students will also be manifest as they begin to see that and intermingle with each other and say, "Hey, he's getting a different thing than I am." And we'll be back to the old ideas that you take this CI course. It's luck of the draw whether you get this or that.
(Interview Transcript #23(134,196))

What we may be witnessing here, then, is primarily a clash of perspectives--perspectives that were not compromised particularly over the time of close working relationships. The fact that the last respondent did not exhibit a great deal of involvment and was perceived to be somewhat disinterested, may have represented his way of gracefully withdrawing from what could have been a major conflict based upon differences in personality, perspectives, and commitments to goals.

For instance, as a member of, and department representative on, the faculty-level Committee for Basic Skills and Knowledge (CBSK) my last respondent had very definite views on the existing rationale for change, the goals to which change should be addressed, and even the means by which the department should attempt to achieve those goals. His "withdrawal" from activily engaging in strong debate was not due to a lack of strength of convictions as will be continually made clear from time to time in these excerpts.

I: Are there some basic elements [in the implementation] that are going to be difficult to accommodate one way or the other? Are we going at it too quickly?

R: I don't know. I guess you always have to start somewhere and get at it and get going but if you're not committed to doing something, once the decisions are made you sometimes can't see it all anyway so you may as well get moving.

But there are so many pieces being manipulated that I don't think anyone understands the full implications of those pieces once it's settled down. Throw the confetti in the air and let it come back down and see what patterns are made There's more control than that of course, but-- (Interview Transcript #16(255,262))

And later, he addressed the issue of personalities and style.

I: I got a feeling at our last [team] meeting that after getting all this feedback from students, it was a bit frustrating.

R: It is. And it's not--well, I guess you can get feedback from students on any of your courses and any of the ways you structure a course. I think it's good. I think evaluating the module is excellent. I don't think you should ever implement something without evaluating it or doing anything along that line. Sometimes the evaluation is a little difficult to live with and I think the effect of students in our case has just emphasized where we made errors.

But I suppose in my own mind, I'm getting tired of the module in a lot of ways. And some things that were said the other day are very true in that modular meeting.

. . .

You can see now, related to the module groups, there are marked differences between those two and the way they handle Core and the way they operate within that thing. It's very different. And I think that'll keep going on. That may not be bad, but it certainly will not bring out the standardization which this department thought they were putting into place in terms of the core of teaching skills. In fact, I suspect that they're going to look at that down the road in two or three years and say, we haven't made one iota of progress on teaching skills in Core.

There are so many different ramifications and variations that really, we've got no control, no more control than we had under the old system. Unless somebody goes in and really puts in a strike and says listen you're rotating around this, like it or not, and this is how it's going to be done, and come

up with a delivery system that is standardized.
(Interview Transcript #16(269,297))

This excerpt is valuable, among other reasons, for relating the implementation of the modules to the initial set of goals affirmed by the faculty in launching the program revision process. We find here a commitment to greater structure within programs, greater clarity of goals, a concern for articulation between parts and reducing overlap, etc. These goals reflected one of the major criticisms of the traditional program, a fact that was known to this member by virtue of his involvement on the CBSK committee, and presumably this was known to the team leader as well. In the face of this reality, however, we have two fundamentally different perceptions which have emerged concerning the innovation.

Whereas the team leader was convinced that the goals were very broadly defined and that teams had the right and obligation to interpret these and implement their own defined set, this team member rejected this as being inconsistent with the original design of the innovation, and evidently contrary to his own preference for program development.

A variety of references exist in the excerpts already considered concerning the effects of teaming on individual participants. In order to more fully understand the motivations and frustrations that may have existed with team members as they engaged in the teaming pattern, the researcher chose to enquire specifically concerning these motivations and frustrations.

It has already been noted on a number of occassions in this review, that Team A was peopled primarily with faculty members who had been centrally involved over a period of time with planning for the introduction of the new program. One of these, the more junior member of the team, expressed to me some of his frustrations in attempting to have his ideas considered and incorporated into the new program and the activities of the module in particular.

I: As you prepared for [the Core] presentations did you reflect back on, and try to conform to, expectations of the other team members?

R: I guess I tried to compromise.

As we've talked just now . . . , I can remember us having a discussion about how to handle those XXX skills. I remember taking out a pad of

paper and doing some drawing to indicate that we can view them as nine separate skills, or as another dimension of Joyce's roles. And I said we can treat all nine of them within one of those roles in some fashion. But nobody else bought that at that time. That was quite early when I made that suggestion.
(Interview Transcript #19(200,213))

The perception here was that a basic strategy for achieving some kind of integration among the skills and an accommodation among the perspectives of team members had been suggested but not acted upon. This was viewed, then, as one of a series of attempts by this team member to actively participate. Yet he viewed it as having been unsuccessful.

In contrast, however, to this interpretation, another member of Team A felt that this suggestion had not only been a significant contribution to the team but was responsible to a degree for providing a mechanism whereby an accommodation, to a degree, among perspectives was achieved as the term progressed.

R: Whereas in the first term we did more of our own thing, in the second term we came to say, "Okay, here we are. Here's a model we could follow and we'll fit in with that." And we didn't get the polarization at that point. . . . And we tried then to stick to Joyce's materials and ideas.
(Interview Transcript #23(252,258))

The earlier respondent, of course, did not feel that his ideas were particularly acceptable. Probing further, It was found that, in fact, his suggestion to use Joyce's model entailed even more of a radical change in the way the team approached its task.

R: I felt that one of the reasons why we spent so much time together as a team was that we were trying to work out all those XXX classes together. So . . . I tried to devise a couple of proposals to present to them to cut down the way, the amount of planning time we would have to be in there together. . . . I said let's break it down some way, and we'll each take all of the XXX topics we are supposed to deal with plus we'll deal with them all within that one model of instruction. So I can do this model, Prof A can do that one, Prof B can do that one, that's one way of doing it, or we can take the damn continuum and we can break that into parts, I'll take one side and the two of you can take the other side, or something like that, because I felt that once we had made that decision before the course started we could go off and try to devise what we were going to do in any way at all.

I still felt we needed a meeting, we need to meet with the students as a group of instructors at the beginning to provide the students with that overview, that orientation, maybe something in the middle, and certainly something at the end as a way of looking at some comparisons, a questions-answer session, something like that.

I: So are you suggesting that you would be working quite independently, without sitting in for those times?

R: Oh yes, perhaps we would have a few classes where we would meet together, but far less than we had now. As I said before, maybe one session at the beginning, one in the middle and one at the end. (Interview Transcript #19(36,60))

Although we have here a faculty member that wanted quite radical changes in the form of teacher education, and claimed the faculty was not prepared to go very far at all, we find in this case a distinct unwillingness to commit himself to an approach to program delivery that was being given direction by a colleague whom he had earlier identified as being very much of his own philosophical persuasion.

The importance of philosophical perspectives and attitudes on the part of participating team members emerged as a matter of central concern to may participants as exploration proceeded in the interviews concerning the implementation of the modules.

I: It's not that we are questioning the importance of these goals, or even the potential for the team structure to facilitate the achievement of these goals, but you're simply saying that maybe . . . the degree of collegiality, or the reality of what happens when people come together to work together presents just a great number of problems. Is that fair to say?

R: There's great potential for profit, and potential for problems.

I guess it's the whole environment. What else do I have to do besides teach this module? I have two or three other courses that make quite a difference. But how much of my whole load does this represent?

As I said before, the other people--if they were the right kind of people, I'd leap at a chance to work with them. It's people that I've had trouble working with in the past or we know that we start from different poles--I'd try and work on some sort of accommodation but I don't think I'd be willing to spend the time that would be required. I think, to learn a great deal about ourselves and work out some kind of accommodation for working closely together I'd say we know how we're different so let's go on parallel tracks or different tracks or something like that and stay out of each other's way so we won't have to go through the hassle. You want to do something in a certain way towards a different end. You do your thing, I'll do my thing.

The major factor would be the time. I look back at the time I put in this thing and I think it's just incredible . . . And that's why . . . I don't see the department as a whole doing all this for very long. We're involved in this pilot thing and everybody's watching us. You're watching us, collecting all this data. We're sitting in a fishbowl. We're going to go ahead. (Interview Transcript #4(522,544))

Turning again to re-examine the team leader's perspective a little more, it is evident that different solutions are found to exist to commonly perceived problems,

in this case the problem of accommodating divergent perspecitves.

R: I wasn't happy with the decision made at the very beginning about going for one B.Ed. program with all students. We've had some feedback from students in the module this year, saying, "How can you talk to us about encouraging young children to accept more responsibility for decisions about their learning and you hand us a package in which we have absolutely no say?" And that's something that was a concern to me from the very beginning.

We were locking our students into so much of the program and we weren't laying out very many alternatives. Whereas I would have been more comfortable [if] our department were to operate at least two alternative routes to a B.Ed. degree. Preferably more than two, staffed by people who have chosen to work on that kind of program and believed it had something important to offer.

When we were talking about this at the beginning, we had a three-day conference in Jasper, a time to try and generate alternative ideas and we came up with half a dozen different versions and approaches to teacher education. And some of them seemed to me to be very attractive and yet we wound up with just one of them. And the argument--I'm not saying anything else--was in terms of staff cost. I never bought the argument. It seemed to me we're going to have the same number of students and the same number of staff and it wasn't going to be any more expensive to divide those students into two or three channels and staff them.

At any rate, no, I'm not very happy about the decision that was made to go with one program. The only salvation I think it has is that it's clear from the differences in the two groups staffing this module, there will be alternatives, simply because people operate the program. But students won't have any choice.
(Interview Transcript #5(333,359))

There was found to exist a converging of viewpoints on the issue of team operation. The problem as perceived here by the team leader is a structural problem, specifically, the decision to rule out the simultaneous operation of alternative programs. Basic to the advocacy of freedom to operate alternatives is an assumption that faculty sharing a common orientation or philosophy of teacher education would have the freedom to group themselves accordingly. This freedom was found to be valued for somewhat similar reasons by most of the members of Team A. This seems to raise the question, could the program be further modified to accommodate these newly affirmed needs or is the program structure now set and inflexible? In the perspectives shared here, there seems to be no hint of further structural modification likely to be implemented in the near future to make adjustment in this regard. Rather the idea seems to be that the innovation has been defined and it will remain defined in these structural terms into the foreseeable future. This issue will be raised again for

further analysis.

The Perspective from Team B

The strategy for implementing the modules adopted by Team B differed in many respects from that of Team A. For instance, Team B committed themselves to only one hour per week (acually 50 minutes) for Core, rather than the two hours (100 minutes) plus the additional time in schools committed by Team A. Planning meetings were much more informal in Team B and the team generally adopted a means of planning and presenting the Core topics that minimized collective responsibility in planning and the consequent need for consensus. Rather Team B assigned topics to team members, and then attempted to provide whatever support was requested of the team member responsible for a particular Core presentation.

The differences in approach may have commenced with decisions made, perhaps by default, during the period of long range planning prior to commencement of the first term of the modules implementation. The perceptions of one team member on the topic of long range planning are revealed in the following excerpt:

I: Can you identify some specific things that you did in advance of the first term that could be categorized as long-range planning . . . ?

R: I suppose, as I mentioned before, we did spend some time looking at some--what I considered at that time to be--rather grandiose projects to put it all together, to make much more of the integration more quickly than we did. I think it was good as an initial discussion to find out what was going on in some other areas. I think as the time got closer and we decided on who was doing which of the Core parts, (and of course it had already been decided and understood that each of us would deal with 20-24 hours in our subject areas) . . . we could look back on the couple of meetings that we had, where we tried to develop some large assignments, a block of time to which all could add ideas.

But as soon as we felt that we had responsibility for a couple of skills, then I suppose the [natural human response] is to say, "Well, this is my task. I am responsible for that. I'd better spend my time thinking about how I can relate those to my subject area. Because I don't know a great deal about--I know a little bit more now that I did before about what goes on in . . . Art, Science, and Movement--but I know now that I have responsibility for 'responding' and for 'listening' and I am going to be on the lookout in a long-term way (as I was) in procedures and materials that I can use for introducing those."

And so I have to say that as soon as I got thinking about those two, I pushed the other six skills to the back of my mind and said someone else is looking after those. In the shorter term we will get together and the person responsible will say, "I am organizing this Core session around this

> plan. There may be something in your subject area that can relate or something from your own background experience that you can add to this. But I have got this in hand as long as you've got your two [presentations] in hand." And somebody else has his two in hand.
>
> So, I would have to say, the long-range planning as far as the Core was concerned consisted of a couple, three sessions two or three months before the actual class in talking about large, overall projects that we could take part in. At that time, we also talked about field trips and, in fact, many of the things that we did do were first discussed two or three months ahead of time.
> (Interview Transcript #18(148,190))

The reference early in the excerpt above to "grandiose projects" was found to be of special interest in the analysis. At this point it is important to note the context for this perception by a member of Team B. Although a number of highlights were planned for the module B students, including a ski and hiking trip (one cold and blustery day in January) to the botanical gardens located a few miles out of the city, Team B did not attempt to implement the field experience option nor attempt something equivalent to the integrated assignment. Rather, Core was implemented at a more minimal level. The approach to planning and presenting Core lessons did not substantively differ from the traditional lecture format common in university settings. The presence of other team members, for instance, sitting in on the sessions was not found to affect the style of presentaton in class to a substantive degree.

In addition, there were no separate evaluation devices used in Core, no special Core assignments, and the summative evaluation which occurred at midterm and end of term was integrated into the four subject area tests according to the topics presented by a given team member. None of this was grandiose, indeed, there seemed to be no one particularly advocating radically different approaches in Team B.

If the members of Team B did not attempt to implement major change, they can be credited with developing a strong commitment to collegial relationships among members of the team. This emphasis, which reoccurs frequently throughout the interviews with members of Team B, is examined in some depth in the excerpts that follow, initially through references to leadership style.

The leadership style adopted by Team B is reviewed briefly by the last respondent as follows.

I: Who initiated the long-range planning? The meetings and so on?

R: We started as a group of four equals and I think for most of the time we felt that we remained that, although it always seems more convenient to have one person doing a bit of spearheading, in fact, just calling a meeting. And, I suppose, once you have a chairman or leader of a group you tend to leave a few more responsibilities to that person and say, "Well, I've got so many other things to handle, when he calls we'll get together and work on it." But, if he hasn't called, well, there are other things to think about. But I always felt that once we got together it was a four-way meeting.

. . .

I: Did you feel a strong personal responsibility to see that a whole range of issues were looked after?

R: I would say I went to those meetings in a different frame of mind than I would go to meetings of which I was a member of a committee and there was a chairman. And, if I were to become chairman of a group like this, I would go with less apprehension of having to prepare a number of activities beforehand to get the group involved. And, that again, is different from other groups that I chair. I feel that if I don't have it organized, they will sit back and wait until it is properly organized. And if it doesn't go well it is probably because I haven't organized well.

. . .

In this group, there seemed to be more of a "we're all four of us in this together."
(Interview Transcript #18(245,312))

The views of the respondent above seem to be largely collaborated by the views of the team leader himself.

I: How do you feel about the role [of team leader]? Do you approach the role in terms of thinking about these meetings, say, prior to the team meeting each week? How did you see your role relative to the rest of the group?

R: I think that as team leader I felt the onus was in part on me to be sure that each Core session was adequately staffed and that the person in charge of that Core session was mainly responsible for it but had as much backup as he required. That, and calling meetings and sometimes having a formalized agenda and sometimes not, as you know--you were with us. When it was necessary to have a little bit more formal meeting, we did it. But if we didn't have too much on and we could spend the time rapping, we did. We enjoyed each other's company.

. . .

I: Is there a need for leadership to be assumed by one member, let's say, for the sake of adequately conceptualizing the Core in a sense, [or] is it better that we have a kind of equality always within the team with respect to Core . . . ?

R: I'm very much opposed to that [i.e. leadership by one member]. That is why, in part, I chose to downplay my leadership role in the module because I don't think the Core should become anyone's particular responsibility, in addition to the fact that we all had our courses to teach along with it. So it wouldn't be equitable to have one person take too much of a load on their shoulders in terms of Core.

> But also, when we talk about leadership, perhaps we're talking about preparation of what is desirable to teach as the curriculum for the Core. Once that is done, the divying up of responsibility should be arranged on a fairly equitable basis among those that are in the Core course. (Interview Transcript #17(26,93))

The members of Team B were considerably united and satisfied with the conceptualization that had emerged among them concerning their role relationships.

The approach was low-key. Leadership was perceived more in terms of facilitating and coordinating than in terms of stimulating the group to achieve breakthroughs in methods of teacher education. The style of operation of the team seemed to relate closely to the leadership style that evolved, a style that was easy and flexible, as evidenced by the process by which the leadership role was adopted.

I: Can you fill me in on the process by which you were identified as team leader and talk a bit about how you perceive that role.

R: When we originally met last year, the objectives of the module program were spelled out and we had a sheet containing the XXX and XYZ objectives. We started, I guess, putting them down on paper individually and then we drew them out of a hat and there was one blank sheet in the hat. The one who drew the blank sheet would be the chairman. And I had the good fortune, I think. It's been an interesting and fine year. So that's how I became chairman. (Interview Transcript #17(14,24))

In exploring with team members alternative approaches to structuring new program components, information was obtained of a recent attempt by a member of Team A to coordinate a new course in a manner that attempted to define quite specifically the content and learning outcomes. A resource package was created through the assistance of a number of faculty and students and packaged in a red ring binder for instructor use. Its existence was mentioned by a respondent as an attempt was being made to gain a general impression of the teaming style that evolved with Team B. The following is a rather lengthy excerpt from an interview with the leader of Team B.

I: [In] our new structure there seems to be a difference in terms of course or program development. That is to say, traditionally, there has been a program development committee, a few individuals will have gotten involved in more global planning. . . . And then the other aspect was, "Here's the course I'm teaching. Here's a course outline with various degrees of freedom. . . . Basically, I'm responsible for creating this course for this group of students. No one else is going to peek in. I have to answer to the students during that time and if there's any hassle I will have to answer to

somebody else."

R: Yes, in the meantime it's my *sanctum sanctorum*.

I: Right. A great deal of autonomy.

Now we're working with a new program, a different set of expectations and 23 skills that somebody has laid down, and some team planning. And, you see, as a result of the experiences, Prof Farrow at our spring meeting came up with a question. "Now, as a result of your work this year, what have you prepared that will be of assistance to us who are going to be involved next year? Have you some recommended materials, and resources? Do you have some kind of a kit?"

And, it seems to me in one sense, and in talking to a few other people, he was almost thinking in terms of the 202 course which has the Big Red Ring Binder.

R: Yes, exactly. That's what we want to avoid.

I: And do people say, there weren't any expectations that we engage in that kind of a structure?

R: Well, there has to be a happy medium between the Big Red Ring Binder that a number of people got together and prepared so that on a certain day, we would be showing a certain film at a certain time and all that. (That's the curriculum in the French schools.) Between that and complete laissez-fair, "This is my own bailiwick. You keep out of it with the Core because you can't do that in the module."

The other team members have to be cognizant of what's going on whether they are actually there in the classroom or not no matter how the module is structured. So we tried to have happy mediums struck somewhere in there.

I: In some ways, you seem to be developing a course, this Core in particular, in a cooperative fashion, structuring it and setting certain kinds of expectations. I guess in my own mind I am trying to think how this is part of the new role of the faculty member here. [Is this] engaging in program development or curriculum development in a new kind of setting?

R: I don't perceive it as all that new, that is, the role. I think we've been doing that all along. Whether it is your course or a course you teach with others. Certainly, we have had. The onus has been on the professor to do something in terms of curriculum development and to change that course or those courses and to keep it abreast with the times, and I think most of us at least have felt that as a responsibility before. So I don't see that as a new role. I see it as a different role.

I: Within, say, a subject area?

R: Yes, it is different now that the emphasis is going on the generalist program, more than on a specialist course. Whereas, when it was on the specialist, the concern was with just the people in your own area. What you're doing, and so on, so that course you're teaching is going to be a natural step before or after somebody else's course in that specialist area.

So, I guess, you're right, in a sense, that [this is] program development and curriculum development. Now that it involves several areas it is a new role for the faculty. Now that we have to think of what's the best way to present this for four different subject areas rather than think of what this means just to science.

(Interview Manuscript #25(223,298))

It is evident in the above excerpt that the suggestion of some basic role change occurring with respect to program development was only accepted to a degree. This seems to suggest that, for the leader of Team B particularly, the innovation did not involve substantial long-term commitments to creating different approaches to achieving the newly affirmed goals of the program. The new modules structure was not perceived to demand many changes from past practices within the department. No particular advocacy for change was evidenced by the leader of Team B.

While Team A frequently planned their Core sessions in some detail during the weekly team meeting, Team B took a simpler approach involving the allocation of responsibilities to team members. The style of operation of Team B is captured in the following excerpt. We also find evidence here for the strong commitment to collegiality that marked the implementation of the modules in Team B.

I: Do you find as many opportunities as you would like in the team structure to engage in communication with other members of the team with respect to, say, a Core topic?

R: No. I find as much time as I can afford, keeping in mind the constraints of my other responsibilities. . . . We priorize.

I: There's more opportunity, given the team structure, to [relate to other faculty] than there was before?

R: Definitely. The decided advantage is that you can seek feedback, having made a presentation, you can then go to a colleague and say, "What do you think about that? I was trying to get this across. Do you think I succeeded? What about that group in the back? What were they into because I could never seem to be able to reach them or involve them in the discussion?"

And then they bring up something. I noticed they were a bit out of it, but the reason that they were was that they were talking about this or that. They fill out the picture.

I: When we come together as a team, it seems to me that the typical pattern with respect to planning for a Core presentation is that, [the team leader] will identify or ask of the person who has the responsibility to describe what he intends to do. And frequently the person then will simply describe what he intends to do and there's an opportunity given if the presenter would like to have the assistance of the others. Would you say that sort of describes typically what happens?

R: Very accurately. It often is even further on in that having initiated that process with the presenter then outlines in broad general terms what he is going to do, he then typically requests information from any of the other team members to enhance that. Have you got a handout? Have you

readings?

Rarely do other members of the team come forth with that kind of material or information. Not because they aren't interested, but because of time constraints they can't quickly put their hand on it. And, by and large, I think it reflects substantial confidence in the colleague to do an adequate job on it.

I: Would you feel that it would be a reflection on the colleague if there was more of . . . other people offering some suggestions or resources, or whatever, that could assist. Do you think there's kind of a feeling that I'm not sure how this would be interpreted if I came forward?

R: Not at all. There's a very high level of trust and collegiality. Trust, respect, mutual confidence. Very very much a team effort. I don't see competition, e.g. like I'm going to put on a better show than he put on. And I feel a real warmth and support for the interjections of one another. . . .

I: It seems to me that there's a very interesting dynamic that happens within the team structure. As a matter of fact, . . . if we're looking at role change associated with the new program, it would seem to me that the skills, and behaviors associated with functioning in this team is largely what we're talking about.

R: Yes. Also, though, I see as one of the keys to successful teaching, . . . is developing those same kinds of skills with these teachers in training, with our students. I think it's extremely important to them to see staff members working cooperatively. Staff members who hold one another in mutual regard and bring to a variety of scenes their expertise and a willingness and readiness to hear the ideas of a colleague, the forthrightness to agree or disagree at a professional level without and away from the personal level.

I: So, as a faculty member moving into this group planning or the group structure, the team structure, will people have different degrees of flexibility as they move into that? Basically, the structure will encourage more development of flexibility, would you say? You see that as kind of a growth experience?

R: No, I don't. In fact, I see almost the converse. I see the need for flexible people to be involved. I really don't think the program itself is going to encourage flexibility. I think that flexibility is desirable within the program. I don't think they're necessarily cause and effect. I don't know how people become more flexible.
(Interview Transcript #15(143,249))

Within this context of a strong commitment to collegiality, there is also found here a degree of pessimism concerning the degree to which individuals are likely to change. While this may remind one of the strong call in Team A for flexibility in the development of teams, e.g. freedom to develop teams around preferred approaches and philosophies, the pessimism expressed here is also linked to the need for flexibility in the operation of teams, once teams have been formed. The need to creatively develop within a team a style that utilizes the particular strengths and styles

of team members in a complementary fashion seems to be presented here as a more realistic alternative than pressing for achievement of consensus among a group of equals.

In order to get an understanding of how Team B operated, questions were asked concerning the benefits associated with teaming.

I: There are costs in terms of the time that it takes to be involved in team planning, but looking back over this last year, are the added costs in terms of time, offset by the advantages? . . .

R: The way we did it, we took a lunch hour every week. And somehow that seemed more informal. . . . I wouldn't be in agreement to taking a lunch hour once a week for most of the other committees that I sit on, because they seem more formal and it seems like more of a work load. With this group, it was more like swapping ideas over the coffee and sandwiches and so forth and so I didn't ever feel that a great deal of my own time was taken because I would be up having lunch with probably the same ones. There was a little bit more structure to it, but in a lot of cases we were able to do our business in almost an hour over the lunch table. And, in that way, it was much less of a taking of time than it would have been had we scheduled it from 1:00 to 2:00. So I felt that time was well worthwhile.
(Interview Transcript #18(629,651))

Following on the above line of inquiry, an attempt was made to sketch out a model of team interaction with a member of Team A that was far more formal, and in most respects, much closer to that adopted by Team A. This yielded an interesting comparison of two styles.

I: Let me present a little scenario and maybe you could respond in terms of what you consider to be appropriate. The way you operated, it seemed that you allocated responsibilities for the different Core topics and each faculty member then planned, quite independently and there was this informal swapping that took place of ideas and so on. What would you think of a style of operation where, in fact, a team leader became the team leader because he was very keenly interested in Core, let's say, and he provided the kind of leadership that you would typically find in a committee meeting where they would bring forward for cooperative planning a kind of agenda: we must look at this item and this item with respect to the upcoming Core topics. It would seem to be more of an integrated planning rather than a kind of a sharing of responsibilities. . . . Can you make any statements pro and con?

R: Looking ahead as to what that would be like? I guess as you describe it, it sounds good. My first thought would be it would probably be more efficient, but it would be less fun and so we would see it more as the usual type of committee work.

Being more efficient probably would be better for the students, but then, we may lose out on some of the informality of sitting and swapping, "Well I'll do this. Hey that's come up. Here's something that we didn't do last time, but we better get going on." And I'm doing this, and somebody else says, "Well I'm not doing too much this week, let me look after that." That's

> rather inefficient and loose and yet there's something about it, as long as the people within the group all sort of operate on the same wavelength. If there was one person who couldn't stand that informality, sort of day by day going about it, that person would probably be driven up the wall.
>
> On the other hand, I suppose if we would have changed in mid-stream during the year from what we were doing to something as formal as you suggested, there would be probably some feeling of, well, if he has the responsibility or the know-how to organize all of this and to set it down, then we become more lax, too, and we'll just wait and see what he has organized and we'll do that and forget about everything else because he's sort of master of the ship. You gain and you lose by it.
> (Interview Transcript #18(627,697))

The reactions of this member of Team B to the hypothetical teaming style raises as a major issue the different responses of team members under conditions of differing leadership style. In this case, fear exists that strong leadership would result in a reduced sense of involvement and, possibly, satisfaction.

F. Summary

Team styles differed, reflecting in part the orientations of leaders and the apparent interests, imagination, and motivation that team members brought to the implementation experience. In this respect, the leadership of Team A might be described as primarily "aggressive", in a professional way, pressing team members to extend themselves both in terms of implementing a number of novel approaches to achieving module goals and in terms of a strong call to consensus decision-making on a variety of procedural and substantive issues involved in program delivery. This characteristic behavior was observed in the second semester following a somewhat disasterous first term (as assessed by some team members) in which a loosely knit form of team structure was not found to be effective.

In contrast, the leader of Team B was more relaxed in his approach, emphasizing the advantages to be gained by team members through camaraderie and mutual respect for perspectives and differences in the preferred approaches of team members. With respect to the degree of change attempted, Team B backed-off from "grandiose ideas", as they referred to them, and retained in large part the traditional freedoms of faculty to exercise their personal autonomy within an approach that was less integrative and more individualistic.

Members of both teams expressed a desire for more effective approaches, although Team B was more accepting of perceived limitations in achieving these. Members of Team A, on the other hand, had considerable differences among themselves as to what style of program should be sought and what priority ought to exist among goals of the program.

Team B expressed much greater agreement concerning goals to be achieved and these goals were of much less radical departure from traditional practices than those advocated, attempted and achieved by Team A members.

No leaders were formally defined when teams were established. Team A developed a tacit understanding concerning who was leader prior to the formalization at a point some weeks into the implementation phase. Team B determined a formal leader at the first meeting through a random choice process.

Team A made more explicit and frequent reference to the goals of the new program, and engaged in more planning activity devoted to identifying improved means for achieving those goals.

In terms of style of professional interaction and perceived professional motivations, Team B exhibited acceptance of an attitude characterized by "we're all four equals in this together". The leader of Team A, also, expressed what seemed to be a genuine and strong desire to have Team A operate in this manner as well. The differences that emerged among the members of Team A, however, seemed to partly relate to the strong commitment by the leader to operate on a basis of consensus. Two members were found to have reacted negatively to this style of decision-making and questioned whether the module program could achieve significant and satisfying improvement in teacher education. The relatively heavier involvement that members of Team A had had in planning for the new program in general, and the new modules programming in particular, may have also contributed to the stronger reactions of team members to their experiences.

The degree of satisfaction that team members exhibited toward the end of their experience was found to be fairly represented by the decision made by Team B, on the one hand, to stay together for another year and the expressed desire by at least two members of Team A, on the other hand, to withdraw from further

involvement in the modules program.

The department chairman was not prepared to make any judgements concerning the degree to which one team may have been more successful than the other for achieving full implementation of the C & I modules. They were both "reaching the same goals, in great part, but achieving them in different ways." This flexibility was judged by the Department Chairman to be essential where an existing staff was being asked to implement change.

The reactions described in the last point is of particular interest in view of the degree of involvment and intensity exhibited by members of Team A and the observed differences between the two teams in implementing changes. Team A appeared to have engaged in a greater degree of implementaton as evidenced by:

a. amount of time devoted to Core: a full two hours per week in contrast to one hour for Team B;
b. choice of a field experience that would augment the more theoretical class emphasis with opportunity to explore practical applications;
c. choice of an integrative assignment designed to promote integration of module components and learning experiences for students; and
d. a "consensual" approach to planning for and conducting the Core sessions with the associated professional debate and critical analysis that might generally be interpreted to mark a high level of scholarly and academic activity.

The members of Team A who had been involved earlier in the committee which planned the Core component expressed greater clarity in their visions concerning what would constitute an ideal teacher education program. Two of these three team members had been actively involved in other department roles which included particular responsibilities for program development. The third team member had recently come to the department from another university and was able to express a variety of alternatives and basic principles to which he felt committed. Two of these three expressed visions of preferred teacher education methods that departed substantively from that which was being currently implemented and yet each of these new visions was seen to be dependent upon cooperative and integrated efforts by

faculty members.

The members of Team B, placing less emphasis on alternative models of teacher education, expressed greater confidence in present and past forms of programming within in the department.

Virtually all members of both teams were of the opinion that substantive improvement in teacher education was dependent upon greater opportunity for students to engage in practical experiences with classroom pupils and that integration of such experiences with ongoing attention to theory was a preferred method of teacher education. The members of Team A took advantage of an opportunity to make a field experience available to their students. Team B did not make the attempt although this was a possiblity in the first term and would have been difficult to work out due to student timetables in the second term.

Team A members expressed stronger negative feelings concerning further involvement in the C & I modules. These feelings were expressed in relation to:

a. the considerable amount of time that had been spent attempting to achieve consensus on a range of issues and practices associated with the provision of the new Core component,
b. the differences in philosophy of education ascribed to by different members of the team,
c. the lack of adequate recognition within the formal reward structure for the extra effort required under the new team structure, and
d. a generally low level of conviction that the new program was a significant improvement over previous practice.

The leader of Team A shared these views only minimally and generally expressed the views that the long-term potential for growth in program quality was greatly heightened through collaborative team efforts.

Team B members expressed negative feelings toward the amount of time required by the modules and the lack of recognition coming to participating faculty for this time. In contrast to Team A, however, a much stronger sense of satisfaction was expressed. Members of Team B were more oriented toward the incremental changes that had been successfully appended to previous patterns of delivery of the

program and were more prepared to view positively the new opportunities afforded by the restructuring. Looking toward the future, members of Team B exhibited strong interest in preserving the integrity of the group in further implementation of the new program.

A basic problem that seemed to persist throughout the pilot implementation phase was the lack of a clear definition of the innovation to be implemented. A lack of clear agreement was evident in comparing the goals enunciated by the USRC and CBSK committees on the one hand and the sometimes explicit, and sometimes implicit, goals of the department's C & I module structure and curriculum on the other hand. While the achievements by Team A cited above might be presented as evidence of a greater degree of success in implementing change, there seemed to be no particular department, faculty or public recognition that such was the case. In contrast, the rejection by Team B of extraordinary approaches (a rejection of "grandiose ideas") seemed to be equally acceptable within the Department and Faculty.

Attitudes toward the administration of the department were positive. It was assumed that whatever resources existed were being provided. There was no interference by the department administration in the activity of the teams.

The impact of the Faculty and Department administration on the processes of program revision and implementation of the new program seemed to occur primarily in the early phases and faded over time. A commonly held interpretation of the Dean's message to the department, toward the end of the pilot implementation phase, was that formal administrative support for program revision ceased with the conclusion of the planning exercise. At the department level there seemed to be little, if any, freedom for the department to provide any continuing incentive to engage in substantive change. Indeed, new prioirites that seemed to be emerging from the faculty administration were related to new thrusts which needed to be made in the direction of 'continuing education' directed towards teachers in the field and increased emphasis on graduate studies and upper undergraduate programming. Resources, including faculty member time, were to be redirected from the heavy time commitments of teaching and practicum-related faculty involvements toward these new goals.

VI. The Process of Analysis and the Development of a Model

Prior to commencing this study, a number of questions were formulated to direct the focus of the investigation. The following questions were developed on the basis of a reading of the literature on institutional change and seemed to provide a rational approach to investigating change:

1. Identification of anticipated and unanticipated role changes associated with one phase of the program implementation.
2. Identification of the degree of correspondence between individual faculty member's perceptions of ideal teacher education roles and actual roles that became associated with the new program.
3. Identification of conditions that tend to promote planned or preferred role change and conditions that tend to inhibit planned or preferred role change.
4. Identification of changes in attitude toward implementation of the new program and associated role change over the data collection period.

As the research task unfolded and participants were interviewed, it became apparent that the original set of questions were not of complete relevance in achieving an adequate understanding of the change process.

First, the expected role change could not be easily defined. Differing views among the eight participants ranged from a focus on the immediate specifics of working in teams through to a keen interest expressed by one influential team member in having each participating faculty member assume an ongoing and increasing role in conceptualizing and in continually creating new curricular experiences that would better achieve a variety of program goals. The department administration chose to view expectations of faculty in the new modules as fundamentally not unlike their previously existing roles. Hence, continuing with a focus on role change seemed not to be particularly productive.

Second, through interviews and participation in the change setting, a set of other more profound issues seemed to be raised by the participants. These were found to relate strongly to individually held philosophical issues, and differences in the style of implementation chosen by the two teams. The questions that emerged were thus reformulated as follows:

1. What changes in organizational structure and roles characterized the innovation?
2. What factors contributed to the degree of support exhibited by team members for the changes undertaken?
3. What were the issues and patterns of interaction found to exist in this case of institutional change that need to be taken into consideration by change agents in other university-based teacher education settings?

A. Development of the Model

To aid the researcher in conceptualizing the dynamics of the change setting, a model started to emerge in the early phases of data gathering and analysis. Following the first round of interviews it became apparent to the researcher that the existence of idealized goals for the practice of teacher education were having certain effects upon the style of involvement of some participating faculty. Differences were evident in the meaning that participating faculty were bringing to the task of program implementation. The differing conceptualizations tentatively suggested that quite different styles of operation were emerging and that quite different magnitudes of change might be effected as a consequence of these conceptualizations. A model of institutional change emerged during the period of investigation which took into account one major characteristic of this innovation, the decentralized allocation of responsibility for program implementation to a team of university faculty members. The model that developed and is presented below does not purport to represent a traditional mode of university program implementation where individual faculty retain a high degree of academic freedom, nor does it represent a highly-structured top-down mode of programming where well defined authority lines might define quite precisely the nature and form of the innovation. Rather, the model attempts to provide for the *cooperative action* of a team of faculty who are given responsibilities collectively to achieve program goals through implementation of a teaming arrangement.

As noted above, the model presented here evolved over an extended period (more than six months) of contact and involvement with attempts to implement the

innovation. The development of the model does not constitute a major focus in this study. It was developed in part to serve the needs of the researcher in making sense of the data. It has been retained to serve as a means for conveying meaning concerning the primary dynamics and issues that were found to be involved in the implementation of the new C & I modules.

As a model it is a simplification of the reality encountered. It also reflects a perspective on change that not all participants and observers, given the same task, might come up with. It is therefore presented here as one conceptualization of the change process and represents one perspective based upon certain assumptions and values that will become clear to the reader as the model is presented. Although the researcher is of the opinion that it does serve to crystalize some of the relevant issues found in this change setting, it is recognized that the model is presented here in a highly tentative form.

B. Elements of the Model

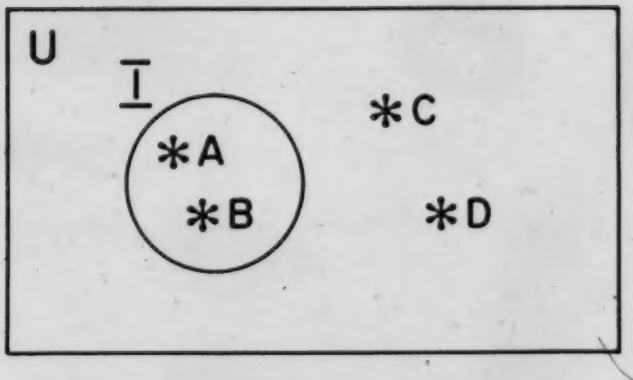
A basic element of the model is the use of a circular graphical region to represent a particular set of procedures, practices and frequently-occurring events characteristic of a teacher education program at a given point in time. Each such region relates to one administrative unit, or team, within the change setting.

In Figure 1 a representation of one set of practices is given (see following page). Elements A and B represent specific practices defined to be part of a particular implementation of a teacher education program (Region I). Elements C and D exist within the universe of potential practices (rectangular Region U) that could conceivably become a part of a particular program implementation but currently are not.

Applying this to the institutional setting under investigation, Region I may be defined as the traditional practices associated with program delivery in the Elementary Education department in the recent past. Elements of practice defined to be within such a region would include

1. different groupings of students for each class (of three semester-hours each) in which students were registered,
2. one professor per class,

Figure 1



3. C & I methodology classes defined exclusively in terms of discrete subject areas, such as Reading, Music, etc., and
4. course content defined by subject areas with minimal consultation or liaison existing among subject areas or among instructors across subject areas.

An infinite number of such program elements that commonly comprise a given program might be defined, many of which are simply taken-for-granted until participants and observers are confronted with concepts or examples representing departures from traditional or current practices. The region of traditional practice depicted by Region I might be considered to be densely packed with elements such as those described above.

In a similar manner, a variety of examples of potential practices, represented by elements C and D in Figure 1, could also be defined. Thus, Region II should also be regarded as a densely packed set of elements, many of which may well exist beyond the realm of personal experience, knowledge, or even imagination of any given set of teacher educators.

Thus far, the model suggests that teacher education programs exist as a certain pattern of elements selected from among a vast range of alternatives.

Unquestionably, any such set could not be a random set of practices. They must be complementary and systematically ordered so as to provide not simply a collection but more of an organic whole. Such a stable homeostatic system might be called a successful program implementation. This understanding is basic to the continued development and use of this model.

A program change may be conceptualized as a shift from one such defined region to another on the plane (the range of potential elements of program practices). Such shifts could be described in terms of directions (requiring some definition of reference points) and displacements (requiring some definition of magnitude of change). In terms of program innovation, the concepts of aims, purposes and goals would seem to provide the orientation for planned change. The idea of displacement might be defined operationally in terms of the number and kind of elements of traditional practice that became **inoperative** under the new pattern of practices (possibly a set of negative elements) together with the set of new, or added, elements that became **operable** for the first time within the new innovation (possibly a set of positive elements). The degree of program change might then be measured in absolute terms as the absolute sum of both these negative and positive elements.

Two alternate means of conceptualizing program change are presented in Figures 2 and 3. In Figure 2, the more realistic representation of change is provided where considerable overlap is shown to exist between Regions I and II (see following page). It may be assumed that in any case of organizational change, the intersection set of elements, i.e. those elements unchanged from previous programs, would continue to represent by far the greater proportion of those elements included in the new program.

An alternate view of program change is presented in Figure 3 (see following page). This view tends to disregard the commonality of elements as referred to above and rather stresses in a more simplified manner, the direction and magnitude of change in the focus of practices over time.

With these basic concepts and representations a more complete representation of the institutional change process may be constructed. The possibility of progressive change over periods of time may be represented by linking separate displacements as

Figure 2

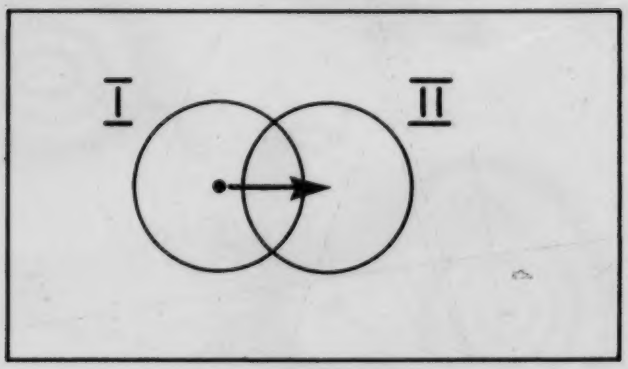
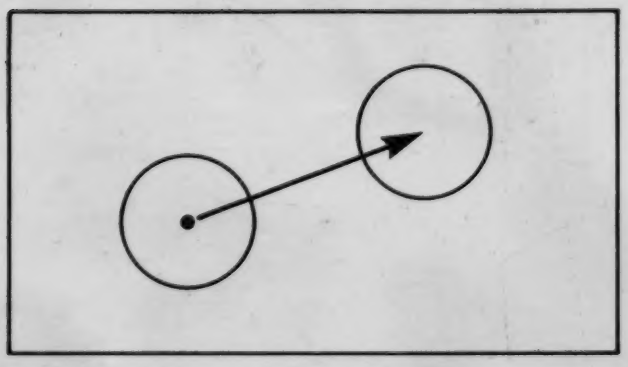
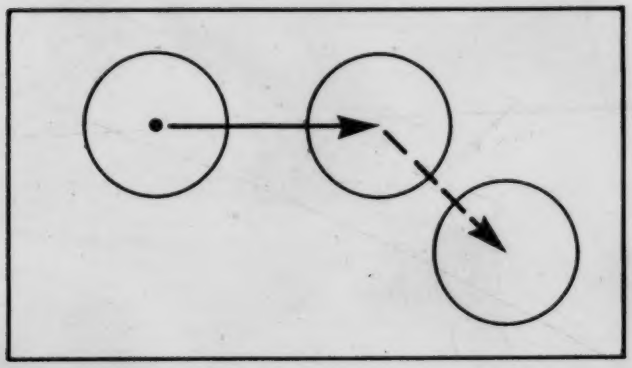


Figure 3



provided in Figure 4 (see following page). For instance, the first displacement may represent change occurring in one year whereas the second displacement might represent change occurring in a second year.

Figure 4



Another possible representation attempts to capture the move from a collection of highly individualistic modes of operation, all grouped within an overall strategy, to two different manifestations of teaming arrangements. Such a move, highly descriptive of the current changes found in this study, is graphically portrayed in Figure 5 (see following page).

Again, for the sake of simplicity, the individualistic aspect of the old pattern may be ignored and the traditional program implementation may be conceived in more uniform terms. Viewed in the simpler form of 'old' and 'new' program implementations, the two new approaches implemented by the two module teams, for instance, can be represented as given in Figure 6 (see following page).

Turning our attention to the universe of potential practices, the model proposes that such a universe is delimited by a variety of realities external to the participants involved in implementing change. These external realities include the political, economic and institutional environments of the program. Each of these are viewed as exerting forces that may constrict the freedom of program planners and participants in attempting to effect specific changes. It is conceivable that the strength of such external forces may force a program into such a tight mold that significant

Figure 5

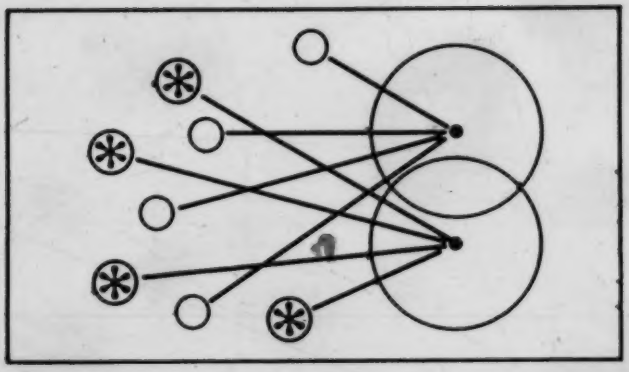
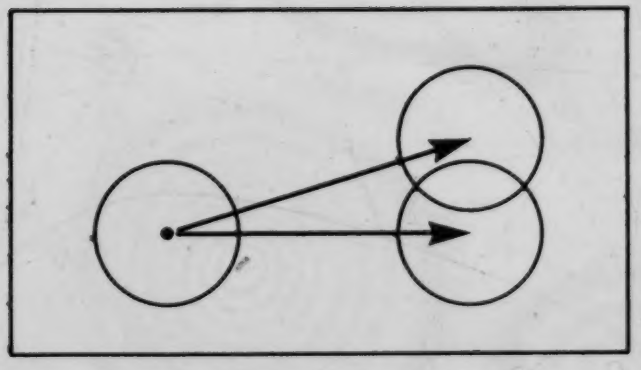


Figure 6



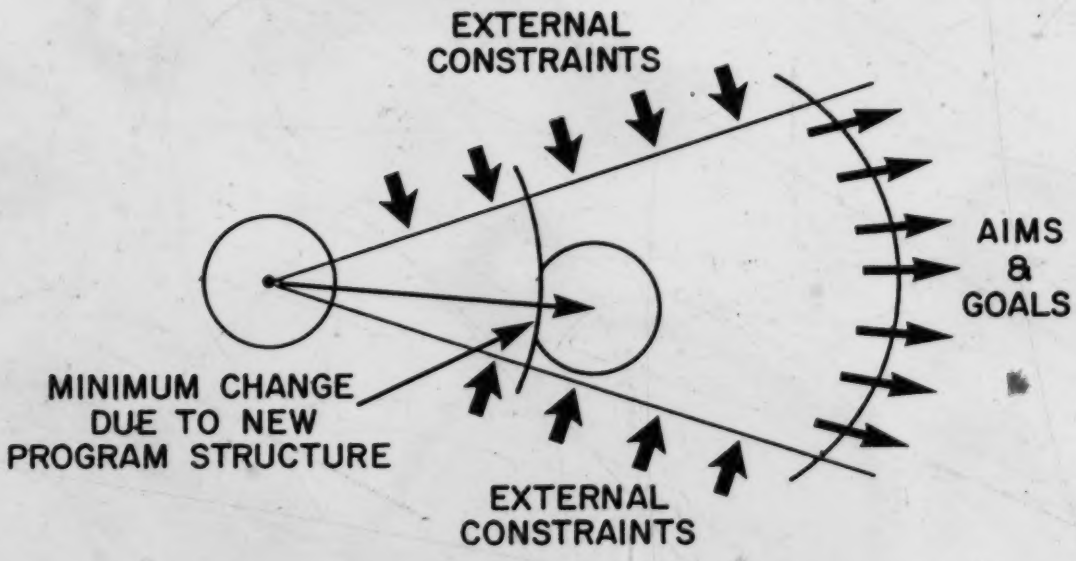
innovation is virtually impossible.

It may be assumed, however, that in any given teacher education setting a variety of freedoms for change do typically exist, that practices in place at any one

time are not ideal, and that change may come about provided there is the motivation and will on the part of participants to engage in change.

A basic element of the model is a recognition of the effects of "structural change" in which new patterns of action become mandated through administrative action with corresponding bureaucratic restructuring occurring as a consequence of such actions. Such changes are frequently the result of planned and deliberate change and have the effect of ensuring that certain critical elements do, in fact, change. Such structural changes, such as the implementation of teaming in the present case, have the effect of preventing a complete return to old practices. These elements of the model are portrayed as Barrier A in Figure 7 .

Figure 7



A model of change is not viewed to be complete, however, without the inclusion of institutional and program goals. Figure 7 displays these goals as lying somewhat beyond the currently defined program practices. As such they represent ideals, providing direction for change but probably, in an absolute sense, not capable of being achieved in their entirety.

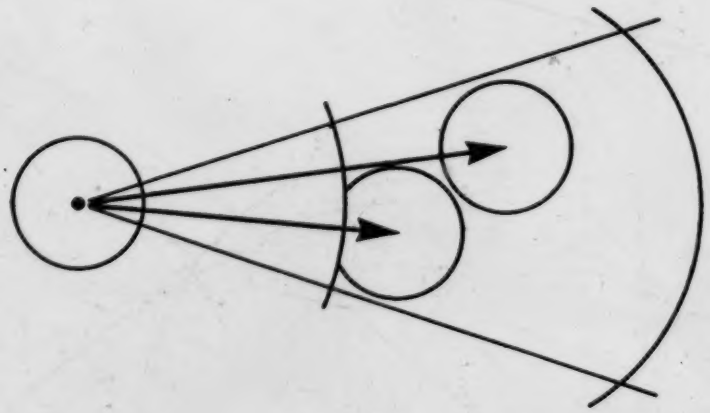
The existence of such aims and goals in the model raises the question of how they may be defined operationally. Although this is a complex question in certain

respects, the model attempts to accommodate those goals that are formally defined from time to time by an institution as well as those goals that may be defined on the basis of professional practice and motivation either formally (explicitly) or informally (implicitly) by the organizational participants themselves.

Again, the effect of external contraints become active in the region of goals as well, providing bounds on the acceptability of goals to be achieved by a given institution.

In attempting to capture the dynamics of the innovation observed in the case under investigation, it is recognized that the two module teams chose to implement the new C & I modules in somewhat different ways. These two implementations are set within the model representation in simplified form as presented in Figure 8 .

Figure 8



The location of the two implementations within the overall structure of the model is designed to emphasize the following findings in the study. First, Team A attempted to implement a greater number of changes than did Team B, going somewhat beyond the minimum structural requirements. Hence, the displacement from traditional practices for Team A is portrayed to be greater than that of Team B.

Also in Figure 8, the external constraints are subdivided for theoretical purposes into two sets. One set represents the constraints imposed by factors at work which are primarily external to the university, including in this case the

professional teachers' association, the trustees' association and the provincial ministry of education which retained powers over certification.

The other set of external constraints are imposed by the university environment in which teacher education has been set. These include a variety of expectations for faculty members and the effects of administrative structures and overall plans and designs (including, for the sake of this analysis, the faculty-level committees and the influence of the dean's office).

As with any model, there are issues and realities that seem not to be easily accommodated. For instance, the issue of team member satisfaction may be raised as a potentially legitimate goal to be sought in bringing about change. The members of Team B may have judged themselves to have been relatively successful in achieving that goal. In such cases, judgements must be made concerning the relative priority to be accorded to such goals when measuring the degree of implementation of a particular program. This and other issues have been explored somewhat in terms of the model and tend to suggest possible extentions to the model for certain purposes to something like that portrayed in Figure 9 (see following page).

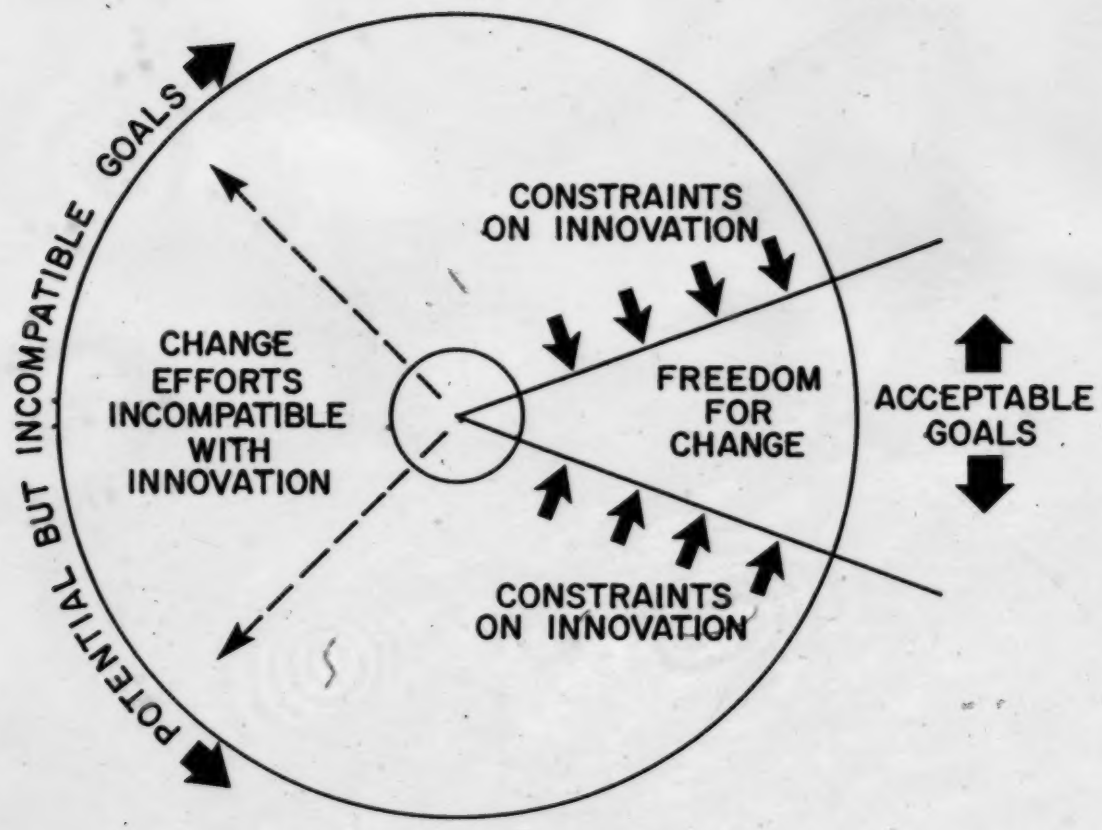
The particular issues portrayed in Figure 9 imply the opposing nature of certain goals, suggesting that there may be conflicts inherent in attempting to achieve, simultaneously, two distinct goals such as instructor satisfaction and certain student learning within a given set of resources. Frequently, compromises are possible suggesting that certain specific conceptualizations of the goals may converge and become mutually acceptable for achievement to a high degree.

The representation in Figure 9 will not be pursued here and has been included only to suggest the possible extension of the basic model.

C. Some Theoretical Implications of the Model

As noted earlier, the institutional change model presented above evolved as a conceptualization from the extended period of participant-observation experiences within a particular instance of program innovation and implementation in teacher education. As such, it has been developed in a manner that captures a variety of the dynamics found to be actively involved in one particular change setting.

Figure 9



Certain implicit understandings or assumptions are built into the model. First, the model gives ample attention to a region of potential change viewed in terms of explicitly and implicitly held goals. This region is of particular significance to a program in which faculty members are teamed and there exists an expectation that variation in approaches will exist among teams at any one time and variation will occur over time, say, from year to year. Implicit in the model is the understanding that progress toward achieving program goals is an expectation of faculty teams who create the particular manifestation of team-based program implementations. Within the region of potential change, lateral variation is possible in the sense that coexisting

teams may achieve relatively equal realization of program goals by means of somewhat different strategies and approaches. Variation among teams is also possible beyond the minimal expectations defined for the implementation in the direction of program aims and goals.

The ample space given to this aspect of the model is assumed to be consistent with the professional nature of teacher education set within a university environment that claims to safeguard a great deal of professional autonomy for faculty members. The ample space would seem to be consistent, as well, with the fact that this model is developed within the context of teacher education as opposed to other teaming and educative environments. There is an assumption that specialists in the processes of teaching and learning will have a wider array of potential means at their disposal to proceed with the educative task than their counterparts may have in other institutions.

Finally, and perhaps most importantly for this study, the conceptualization of a region of potential change is based upon the perspectives and judgements of team members themselves who expressed views that gaps existed between current practices and ideals, and that the new program structure was providing new freedoms for teams to experiment with new approaches in making progress toward more effective student achievement of program goals.

The removal of goals and aims to a more distant region in the model suggests that goals may be approachable only to a degree and implies a particular way of perceiving the world of teacher education. This manner of perceiving the goals of teacher education is basic to this model.

As has already been alluded to, the model is considered primarily appropriate to a teaming structure wherein the team has the freedom and collective ability to create opportunities for learning (i.e. achieve program goals) in ways that are not likely to be possible within the defined constraints of the former individualistic model. The potential exists for teams to exercise creative problem-solving skills and engage in curriculum development and implementation activity to reach beyond traditional practices toward more effective approaches.

The existence of bounds on the region of potential change is a recognition of the realities of limits resulting from a variety of forces. While the forces here are viewed as primarily "external", these forces must include as well those forces that are part of the mental constructs of participant members themselves. Participants must be viewed as composites of a variety of roles, only some of which are of specific relevance to the change setting under investigation. Conflicting demands from other roles may provide barriers for individuals that may become as important as, if not even more important than, those erected by external persons or groups.

For this reason, among others, the constraints in the model are assumed to represent moveable barriers--not removable, but at least flexible--and represent perceived limits existing within the tensions of competing forces. That is, all boundaries are negotiable to a degree, as perceived within this dynamic interplay of forces.

Conceived in theoretical terms, the model thus provides a framework which may assist in the analysis of issues and concerns relevant to insitutional change. Before proceeding to reexamine the data arising from this study, a variety of theoretical questions are posed that are prompted by the model itself.

1. **Goals.** What is their nature? their effect? the means by which they are defined and redefined?
2. **Constraints or barriers to change.** What is the nature of constraints? their effects? the means by which they may be modified?
3. **Program Structure.** What is the nature of program structure? the means by which it is changed?
4. **Potential for Change.** What are the implications of conceiving of a continuing potential for change as an extensive region bridging the discrepancy between current or past practices and conceptualized ideals?

These questions form the basis for much of the analysis included in the following chapter.

VII. Interpretations and Implications

This chapter is subdivided into sections that reflect the major relationships implicit in the model presented in Chapter VI, i.e. the existence of and effects of external forces for change, program goals, program structure, and teaming. Within this structure the findings are summarized and implications are drawn from the data in a manner designed to inform and aid managers of change in other similar institutions.

At the end of each section, reference is made to the model with a view to making more explicit the perceived nature of the relationship between the proposed model and the data found to arise from the study.

A. Implications Concerning External Forces for Change

Ample evidence was gathered from both documents and interviews to establish the fact that external client groups provided a major force for change in the institution's program. The Faculty's response included research activity aimed at clarifying the need for change, and committee activity that set in motion a chain of events leading to the implementation of the C & I modules as one component of a larger program revision in the Department of Elementary Education.

Goals were formally identified for program revision and recommendations made concerning preferred means for achieving the goals. These activities, initiated first at the faculty-level, contributed in a major way to the movement for, and direction of, change throughout the Faculty.

Having commenced outside the Department of Elementary Education, this process of revision and goal clarification created expectations for specific changes that were perceived by most team members as constraints within which certain program modifications were to occur. While field experience requirements were the object of provincial legislation, certain other requirements that become associated with the innovation, such as the emphasis upon teaching skills, reflected beliefs held by teachers and administrators in the field concerning needed changes in pre-service teacher education.

The Faculty and Department responded in a manner that provides visible evidence of accommodating these goals, viz. the explicit identification of core content

in terms of the "23 skills and abilities".

Implication

External forces for change can effectively initiate a process of change within a university-based teacher education program and may be responsible for imposing specific changes in methods to be used in addition to creating a demand for greater visibility and achievement of specific learning goals.

Within the Faculty of Education, the forces for change identified above, were abetted by faculty-level committees operating within the usual governance patterns of the faculty and having representation from departments likely to be affected by the recommendations. The committee activity provided opportunity for participation by faculty members affected by recommended changes and resulted in recommendations that were subject to review and ratification by members of faculty. The recommendations were found to constitute guidelines and, at later stages of program development within the department, were used to rationalize specific proposed changes.

Freedom to interpret the guidelines was found to exist as the locus of program development activity moved from faculty-level commmittees to department-level deliberations. That is, interpretations of previously formulated guidelines were made at the department level in view of the specific conditions and clientele that were peculiar to the department. This resulted in different perceptions of need and value being assigned to particular goals and practices recommended for incorporation in the new department-level program. As an example, the "generalist" emphasis became paramount within the department's proposal and provided a central focus about which many of the other recommendations were organized and understood. This occurred at the department level without specific and manifest direction from the faculty-level committees. As such, it constitutes an example of local decision-makers choosing to interpret generalized expressions of goals in ways

that were meaningful and relevant in terms of local values and preferences.

Implication

Processes of interpretation and adaptation may occur over progressive stages of program development in a manner that effectively redefines directions or goals as a variant of the earlier formulations. Such change can be expected to be in the direction of currently held values of participating faculty members.

The above processes of adaptation, though ratified by normal university governance procedures, nevertheless resulted in expectations for program implementation that had certain unexpected and negative implications for participating faculty members. That is, the external demands on the one hand, and the formalization of program proposals as the basis of advocacy by committees on the other, both created program expectations somewhat at variance with the program structure and goals that certain participating faculty preferred.

At the time of ratification, evidence suggests that there existed a lack of full and complete understanding of the consequences of the decisions on the part of affected faculty. This seemed to be related to

1. the willingness of faculty members to approve the recommendations of a committee without insisting on full review and understanding of the issues involved,
2. the activity of advocates for change that were found to be centrally involved in the planning and development processes, and
3. the lack of understanding possessed by some faculty, as judged by their peers, concerning the extensive range of potential practices that might provide for greater effectiveness in creating professional development with prospective teachers.

Implication

Although university governance tradition provides for the open participation by faculty in decisions affecting their professional activity, decisions may be made with relatively little understanding of the consequences of the decision on the part of many faculty members. Such decisions, for instance, may be due largely to the pressures brought to bear by a group of advocates and may only represent to a small degree the well-reasoned collective will of those ratifying the recommendations.

Once program decisions were made, however, the freedom of activity by faculty charged with implementing the new program was found to be only minimally constrained and determined. Those constraints found to be most effective were the new administratively-defined patterns of activity which called for specific changes in the overt roles of faculty members. Thus, in this study, the teaming pattern was implemented with relatively clear expectations that team members would meet regularly and plan together. In a similar manner, the new Core curriculum component was defined, at least in outline form, with expectations that it be taught in a cooperative manner by all team members. Adhering, then, to an active style of teaming and providing for the explicit accommodation of the new Core curriculum within the modules format seemed to constitute criteria for agreement that the new modules component of the program was being implemented.

Within these constraints, freedom of interpretation concerning a wide range of specific program goals and activities persisted at the level of the modules without any discernable concern by the administration of the department and without undue concern being expressed by the CI Modules Evaluation Committee.

Variations in implementation were found to exist in a variety of areas and along different dimensions of the implementation including

1. the amount of explicitly defined class time devoted to the new Core,

2. the relative emphasis upon and precise meaning of different goals such as "integration" or "collegiality and cohesion", and
3. the style of interaction within the team in such settings as weekly planning meetings and Core class presentations.

As a result, two largely unique patterns of operation were created, each focussing on and emphasizing somewhat different goals and providing quite different learning opportunities for students. The existence of such differences in particular implementations of the modules was not viewed to be irregular by either the department administration or by the CI Modules Evaluation Committee, although a number of individual team members expressed concern that the initially defined goals for faculty program revision called for greater attention to well-defined skill and knowledge development, for example, than that which was apparently being achieved.

Implication

A strong tendency was found to persist in this university-based teacher education program to provide a great deal of autonomy for faculty members to create their own adaptations of proposed program reform. The responsibility to initiate and maintain whatever changes were proposed was seen to fall almost exclusively to the set of individual faculty members who implemented the new program revisions.

External Forces and the Model

In terms of the model, it is apparent in this analysis that the Department of Elementary Education did experience external pressure to engage in change. The pressure for change was applied most directly through the recommendations of the Faculty-level committees which may be viewed as interpreters of the views of external client groups as well as the views and reactions of the larger group of

faculty within the Faculty of Education.

The approval by faculty of the recommendations of the USRC and CBSK committees and the fact that department program revisions were also to be approved by the larger faculty created expectations for program revision that can be interpreted within this model as a combination of the imposition of external constraints and the affirmation of specific goals.

In considering the goal of the generalist teacher, we find here a goal that was not given prominence by the faculty-level committees but was chosen by the department as a major focus for implementing change. This suggests that, given the external pressures, there followed internal pressures to create space or freedom to pursue goals that became well-defined within the department. In other words, the external forces were counteracted to a degree by forces within the department. An equilibrium of forces was achieved. From an external viewpoint, the changes were clearly in the direction advocated while at the same time there existed degrees of freedom for the Department to exercise its own will in creating a form of program reflecting its own values and style.

B. Implications Concerning Goals

In this case where external groups were found to be calling for more effective attainment of specific program goals a major problem existed for the researcher, if not for the faculty participants themselves, in attempting to interpret the significance of such demands to a specific program component, in this case, the C & I modules.

For instance, one major difference found to exist between the two teams related to the perspectives adopted concerning the need to actively achieve a measure of progress on certain specific program goals within the limited opportunities afforded by the C & I modules component. The leader of one team spoke repeatedly about the basic goals of the program and the need to maintain an integrated view of the flow of student learnings throughout the program as a whole. This view was also found to be largely shared and valued by members of the team resulting in, for instance, considerably more time given for Core and provision of a greater variety of

activites relating to Core within one module than the other.

Implication

Perspectives were found to exist on the part of individuals, and shared to a degree among team members, which were found to contribute to the implementation of quite different approaches between teams. These perspectives differed in the emphasis placed upon specific program goals and the degree to which such goals provided a rationale for engaging in the creation of new approaches within the modules.

Among the goals for program revision identified at the faculty-level in the early stages of planning were the following: improvement in student-faculty relations, the synthesizing and integration of practical and theoretical aspects of teaching, mastery of core instructional skills, reduction in content overlap and gaps among program components, the provision of alternate programs, and the self-renewal of faculty.[24] Within the department, additional goals and rather specialized interpretations of these goals were established including the emphasis upon the generalist teacher and the encouragement of integration among subject areas. These emphases were conceived and promoted largely with a view to centering on the holistic nature of the child with some deemphasis upon the discreteness and even importance of the traditional subject area content as far as teacher preparation was concerned.

Given the existence of the modules within the larger context of the total program revision, department members were found to be selective in choosing to implement the above goals, and as has already been noted, chose to implement such goals only to specific degrees.

In examining the phenomena of goal selection and implementation, it became apparent that the following two factors contributed to the implementation of goals:

1. the facilitating effect of program structure, and

---

[24]Refer to section 'The USRC and CBSK Committees' in Chapter IV.

2. the commitments of participating faculty engaged in program delivery.

Taking the very popular concern of "synthesizing and integration", for instance, the team structure was found to contribute significantly to achieving this goal by virtue of the close working relationship among team members created by the teaming structure. The fact that team members participated as a group in the presentation of Core sessions, for instance, gave rise naturally to a sharing of knowledge, perspectives, and experiences that contributed directly to integration of the knowledge and approaches used throughout the module. The commonly shared experiences of students and faculty precipitated certain benefits in support of this goal.

Beyond the contribution of the program structure, however, the personal and corporate commitments of team members were instrumental in extending the degree of goal achievement sought within the modules. Team A, for instance, chose to engage in additional activities that were specifically designed to promote additional progress towards the goals of synthesizing and integration. Thus the deliberate structuring of the "integrative assignment" the "student journals", and provision of the Friday field experience was judged to be directly attributed to faculty member initiative, existing beyond the minimal structural requirement of the innovation. Team B, in a similar manner, chose to plan and implement activities designed to promote collegiality and cohesion among students and faculty by including the field trip to the botanical gardens and the inclusion of a number of informal class social times as part of the planned module program.

Whereas the structural changes in the means of program delivery may facilitate and even implicitly achieve measureable progress toward certain goals, it was apparent, simply in contrasting the activities of the two teams, that a vast range of possibilities for further progress toward chosen goals must exist. Given the freedom to select and implement specific means for achieving valued program goals, it was evident that the implementation of new approaches was dependent primarily upon the initiatives of faculty members themselves.

Implication

While structural changes in program delivery modes may in and of themselves have a strong facilitating effect upon the achievement of program goals, there remains a vast range of potential practices that may further promote learning, the implementation of which were found to be dependent upon the instructional initiatives adopted by participating faculty.

Relating closely to the discussions above, it was found that certain goals were given priority consideration by a team to the neglect of other goals by virtue of the need to utilize scarce resources, e.g. time, in a manner judged acceptable to the team itself. This process was judged to be characterisitic of a valuing process and therefore can be expected to reflect values of participating faculty.

The greatest attempt to deal creatively and effectively with certain goals was found to occur in instances where goals tended to be congruent with faculty members' own value systems or philosophies of teacher education. For instance, strong value commitments toward the need for integration of theory and practice were graphically expressed by two team members through analogies reflecting the futility of learning to swim by correspondence and the futility of needing to learn the history of the bicycle as a prerequisite for learning to ride it. It was found that the degree of initiative toward providing special learning opportunities for students, in this case the provision of the field experience, was greater in those cases where strong value commitments were expressed on the part of faculty members.

Implication

The development of strong value commitments among faculty is judged to be a necessary condition for the initiation of activites beyond minimal requirements in the pursuit of program goals. It follows that attempts to implement programs calling for more effective achievement of certain goals will be only minimally successful unless value commitments of participating faculty are congruent with such changes.

As a corollary to the above analysis, it was found that in Team B there existed relatively strong commitments toward the traditional subject content emphasis of the recent past. Under those conditions practices adopted by Team B were found to differ minimally from past practices within the department with respect to such things as the amount of class time devoted to Core, the degree of individualism retained in the planning mode adopted by the team, and the number and kind of special integrative experiences being implemented. This lack of strength in commitment by members of Team B to many of the new program goals which were valued and pursued by Team A needs to be interpreted within the differing circumstances relating to the two teams. This is given fuller attention below.

Implication

Where strong value commitments toward newly defined goals are not in evidence, the degree of change may be expected to be of less magnitude and more readily explained by the effects of the structural aspects of program design and implementation.

In giving close attention to the phenomena of facilitative program structure and faculty member motivation, it was found that team members expressed commitments to certain goals, such as increased theory and practice integration, without corresponding significant progress being made in achieving these goals.

In the case of two team members, from among the eight centrally involved in this study, the potential solutions that were put forward respecting problems inherent in teacher education involved a preference for a reduction in the expectations for achievement of many of the identified goals currently held for pre-service teacher education. Rather, a greater preference was evident among this minority for in-service skill development with teachers having had classroom teaching experience. In two other cases, faculty members felt the potential for improvements lay in making entry into teacher education dependent upon an extended period (say, a year) of working with children in a role such as teacher aide. A fifth team member was convinced that a "field-based" program was required where the theoretical perspectives on teaching might be discussed with students located on-site in schools.

While each of these options may represent genuine beliefs or hopes in finding more appropriate structural conditions for promoting professional development, each is somewhat characteristic of an extreme solution that would be dependent upon major program restructuring, a solution not likely to be realized over the short run, at least, as an aid to closing the gaps found to exist between ideals and present performance. These options also represent views that place the onus for change upon the structural factors inherent in the setting in contrast to the more personal factors as outlined above.

Team members did not characteristically opt to blame the system. One team member was very candid about his perceived lack of knowledge and skills in implementing such popular practices as microteaching. Another recognized the need for more "retooling" in view of the shift required from a subject specialist program toward a generalist program. This need for continuing professional development of faculty was also recognized early in the process of program revision and was identified as a need as early as the USRC report.

One conclusion that seems to be warranted is that, in general, faculty were not as well prepared as they would like to have been in the knowledge and skills relating to effective teacher education practices, particularly as this relates to the generic teaching skills that were being given greater prominence under this innovation. The problem, to the degree that it did exist and may continue to exist, promises to be a complex issue when viewed within the network of assumptions regarding expertise and competence that is the hallmark of university teaching.

Implication

While motivation to initiate special learning opportunities within the freedoms of program structure is highly valued and may be viewed as of great importance to the development of a quality program, motivation alone may not be a sufficient basis for effective action. Rather, the increased awareness of potential methods as well as the indepth knowledge of technique associated with those methods are recognized to be areas of professional growth for faculty members who are responsible for bringing about change in teacher education.

In view of the expressed need above for faculty in-service, the practice of teaming did provide a stimulus for faculty members to reexamine traditional approaches and experiment with new techniques. The decision by Team B to provide a field trip to the botanical gardens in the middle of winter for skiing and some hiking is a case in point. One faculty member expressed how the group provided a supportive environment for tackling new ventures such as this. He expressed the view that a number of such happenings would not have been attempted by him on an individual basis. For this faculty member there seemed to exist a certain threshold of safety or assured success that was necessary before a new technique was attempted.

For the same reasons, this team member confided that he had never attempted microteaching, although he realized that a sizeable number of other faculty members had found it effective. The teaming pattern seemed to stimulate higher degrees of risk

on the part of faculty members in a way that promised to distribute the risk among members of the group.

Implication

Progress toward affirmed goals through different and creative means is likely only when practical means are available that lie within a suitable range-of-challenge and constitute a suitable level of risk as perceived by team members. This range-of-challenge, however, may be extended when faculty operate as a team and risks can be shared among a number of individuals.

The continued emphasis upon goals and the seeking of new and creative means of achieving these goals was seen to be dependent upon specific advocacy being maintained for those goals. For example, the leader in Team A, with the support of other team members, was found to continually advocate a view of integration that emphasized a relating of theoretical and practical aspects of teaching. Largely through this advocacy and the ensuing facilitative action on his part, field experiences were arranged and the integrative assignment was structured and implemented.

The advocacy exhibited by the leader of Team A must also be viewed within the context of his former role as associate chairman of the department and as committee chairman for the department's program planning committee which was largely responsibile for defining the new program in its present form. Thus, the conditions existing at the time of this study suggest that the team leader had a considerable investment in the success of the present pilot-phase implementation. This sense of responsibility may have engendered a degree of advocacy and concern for success that would be difficult, no doubt, to reproduce in other settings. Nevertheless, under the conditions where no formal appointment of a team leader had been made, it was found that members of Team A chose to ascribe the leadership role to this team member. As a result of this leadership, and on the basis of the leader's advocacy and motiviation to risk new forms of program delivery, considerable

progress was made during the pilot phase to establish new practices that promised increased opportunity for students to achieve program goals.

Implication

Considerable progress toward achieving affirmed goals was evident in the team setting where clear leadership emerged on the part of a team member who exhibited a high degree of advocacy and personal motivation to see that progress was made toward the achievement of program goals.

A process of goal clarification operating at the faculty-level had mixed effects upon program development and implementation within the Elementary department. On the one hand there existed a sense of need to demonstrate department compliance with the external guidelines. On the other hand, it was evident that a relatively small number of department members (less than one-quarter) were judged by some faculty to have been centrally or actively involved in creating the new program.

The greatest degree of congruence between formally defined goals and the clear implementation of strategies designed to achieve such goals existed with Team A where participating faculty had been directly involved in the working-through of issues relating to this phase of program development and implementation.

Team B had not experienced the same extended benefits as Team A in advance preparation for the implementation. In many respects, Team B may represent more accurately the level of involvement and preparation that department members generally could be expected to possess. Even though many of the motivations of Team A were shared to a degree by Team B (for instance, the leader of Team B also expressed strong support for the value of greater integration with the field), it was Team A that engaged most actively and effectively in innovative program development activities directly relating to the goals of integration.

Implication

The team which chose to utilize most extensively the range of possibilities toward greater achievement of goals of the module was the team with members who had been involved over an extended period in grappling with the issues inherent in program development and implementation. Since this extended period of preparation is not likely to be a norm for the initiation of faculty members into a new program, it seems reasonable to conclude that a high degree of innovation is not likely to be initiated by many faculty teams upon first becoming involved in implementing changes defined by other groups.

The interplay between faculty member personal values and commitments, on the one hand, and the explicit goals and structure of programs to be implemented, on the other, was found to be a complex and fascinating realm of inquiry. The complexity of individual faculty member's perspectives on program delivery, and the effects of differences in perspectives on the functioning of teams of faculty, all contributed to a strong recognition of the role of individually held philosophies of teacher education.

A number of participants in the study were able to express their views on a number of issues in a more articulate and highly rationalized manner than others. These faculty tended to be those who expressed value in the study of teacher education as an area of theoretical interest in its own right in contrast to other faculty who regarded such generic interest in teacher education to be more secondary to their subject area involvements and other professional activities.

It seemed that faculty member involvement over a number of years in program development and administrative activities within the faculty and department was associated with (perhaps both caused by and a cause of) strongly held and individually different perspectives and philosophies. The strength of these views, their uniqueness from one another, and the degree of complexity and structure inherent in the viewpoints suggests a level of maturity that is generally valued in the practice of

professional leadership. That is, communication of perspectives by these team members tended to be persuasive, tended to be well-rationalized, and tended to be associated with a measure of confidence in lobbying for change in the directions implied by these views.

This strength of professional commitment to personally held ideals and the existence of well-articulated and preferred methods for achieving such ideals was found, however, to provide a problem for one such team. In team A two team members, each with a history of strong leadership on matters of program development within the department, were found to disagree substantially over the basic direction and degree of change being attempted. With one of these team members formally identified as team leader, the other was observed to withdraw to a large degree from openly advocating a contrary position. His lack of commitment to, and open support for, a direction to which the leader and other members of the team felt relatively committed, produced a situation lacking in the same degree of satisfaction as that which characterized the other team.

Partly in response to the felt need within Team B to maintain a high degree of collegiality, a particular strategy evolved in which responsibility for Core presentations where assigned among team members and each team member was provided with a high degree of freedom to proceed with his assigned segment in his own preferred and somewhat individualistic manner. This strategy had the effect of minimizing opportunites for conflict and resulted in a high degree of satisfaction among team members.

While the leader of Team A was similarly committed to the maintenace of the group, the adopted strategy differed from that of Team B in important respects. Perhaps due largely to the sense of responsibility which the leader of Team A felt towards achieving change, his strategy included the use of coordinated team action to develop different approaches in meeting the newly affirmed goals of integration. To achieve this end, a form of consensus decision-making was practiced. It was viewed by team members, however, as not fully successful due to the degree of differences in perspectives brought to the team by the particular mix of faculty assigned to the team. In Team A, the achievement of a degree of compatibility among team members

to the degree that satisfaction would be generated throughout the team did not occur, even over a period of many months of advance committee activity in addition to two terms of module implementation.

While the greatest differences in philosophical orientation, as noted earlier, were perceived to exist between the team leader and one other member, these differences were handled by both team members in highly professional ways. For instance, the team leader demonstrated reluctance in assuming a strongly directive leadership role, preferring rather to engage in a process of consensus development. The other team member chose to back off from open conflict over directions being taken in view of the nature of differences that were perceived to exist between them. This reaction was explained in part by the latter team member who claimed that under the circumstances decision-making was clearly necessary so that some form of program could be implemented.

The resulting lack of clear support for actions being taken and the considerable time devoted to the process of consensus development, however, took its toll on team member satisfaction.

Implication

Relatively strong commitments to goals and preferred means for achieving such goals are associated with faculty who have chosen to focus upon the process of teacher education as an object of study in its own right, in contrast to a style of professional activity more limited related to subject area interests. Such strongly held commitments, however, may increase the likelihood of conflict under conditions where a group of such faculty are randomly brought together and are expected to work closely with one another.

While both teams expressed similar commitments from time to time concerning preferred conditions and goals for pre-service teacher education, Team B chose to implement a fewer number of innovative practices within the pilot phase. In

contrast to Team A, which chose to move aggressively to incorporate new practices, Team B was much more low-key and content to achieve less change in a manner more satisfying to the aspirations of members of the team. In this regard, Team B explicitly advocated a "Go Slow" approach to change.

While Team A engaged in extensive advance planning and more prolonged week by week planning activity than the other team, at least two of the members of Team A developed a marked sense of dissatisfaction, as noted above, toward the end of their experience. In one case, a team member spoke of "all this chaos" in reference to the extent of change being undertaken, and can be safely interpreted to have implied that a "Go Slow" approach would have been preferable for him as well.

The problem arising in this study in recognizing the possible effectiveness of a Go Slow approach relates to the fact that change implemented by such an approach did not have sufficient time within the duration of this study to demonstrate fully the eventual achievements possible under this option. What is evident, however, is the increased sense of satisfaction that team members exhibited under the Go Slow option in contrast to the frustration and desire to back off from further team involvement exhibited by at least two members of Team A.

Implication

One way of conceptualizing the style of implementation of an innovation involves the degree of change attempted within a given period of time. Intense change efforts may provide undue stress within teams, particularly where multiple conceptualizations of preferred practices are found to occur. Alternately, a "Go Slow" approach was associated with a higher level of satisfaction of team members.

Goals and the Model

Turning again to the model presented in Chapter VI, an attempt is made here to summarize a number of findings and issues relating to the existence of goals and the processes of program implementation in teacher education.

First, it is apparent that the existence of goals had a variety of effects upon individuals and teams within the innovative setting. While consideration is yet to be devoted to the role of program structure in explaining certain phenomena, it is important here to recognize that for some team members the primary concern for goals was found to relate primarily to decisions affecting program structure. Once program structure, i.e. the teaming pattern, was in place there was not found to be nearly the same degree of ongoing concern evident among one team, as compared to the other, for continuing reference to overall program goals. That is, the task of program implementation and associated decision-making was perceived by one team to focus primarily upon what are the basic needs to be met in order to fulfill responsibilities associated with implementing the new teaming pattern, whereas in the other team, a continuing concern for ideals played a much greater role in the ongong decision-making in the sense that program goals were frequently invoked to justify going beyond the minimal requirements for program implementation.

This suggests that, while goals may exist formally for a program, the perceptions and commitments to goals undoubtedly varies among participants in the change setting. Further, the perceived relevance of such goals to ongoing decision-making may also vary, giving rise to very different styles in implementing programs. These styles are addressed more fully at a later point in the analysis.

A second major issue relating to goals in this setting was the tendency of individuals and teams to be selective in their consideration of goals. The teams existed as one part of the overall program, while some of the goals such as those relating to skill development and integration of theory and practice existed as goals for the whole program. There was found to be different degrees of commitment to achieving some of these broader goals within the context of the modules. For some team members more than others there was a tendency to discount responsibility for some of the goals which would be a priority at other points throughout the program.

Consequently, the nature of the program being implemented differed due to differing perceptions of whether or not a particular goal was an appropriate goal to be pursued in this program component.

A third issue relates closely to the second in that it also deals with selectivity of goals. In this case, some goals achieved greater priority among other possible goals on the basis of an evolving consensus within the group. While Team A tended to focus strongly on integration among program components and the bringing together of theory and first-hand practical experiences, Team B tended to focus upon the camaraderie of the group and the encouragement of a style of professionalism that derived its strength from being open and supportive of one another as colleagues and in establishing quality relationships between teachers and students.

While both teams may very well have valued all of these goals, it is asserted here that the process of selectivity or priorization among goals brought about a style of teaching that differed appreciably between teams. Under these conditions, the formal statements of goals were of much less importance as a determinant of classroom learning activity than perceptions held individually by team members of the tasks to be achieved in implementation.

Attempts on the part of external pressure groups or even the designers of a program to ensure that a particular set of goals be emphasized in a program is frought with the problem of holding the individual or group responsible for ensuring that such goals (and which specific manifestations of those goals) are to be achieved.

The problem, to the extent that it is regarded as a problem, seems to relate to the locus of control an individual or group of individuals may be permitted to have in defining their own priorities among goals. Rigorous imposition of goals and formal accountability procedures may appear to be an option in bringing about change. It was not possible to investigate such an option in this study. Rather, the two alternatives that were in evidence both involved the individual and group in making the commitment to pursue valued goals. As such, any meaningful definition of goals that could conceivably be regarded as determinants of behaviour seemed to emanate from participants themselves rather than from formally defined statements. This does not discount the effect of formally defined statements but simply underscores the fact

that such formally defined statements must first and foremost be accepted by participants as legitimate and applicable to the given situation.

A fourth issue relating to goals derives from the previous three. Advocacy was practiced by the leader of Team A to a large degree. Since this faculty member had vested interests, perhaps, in wishing to see the formal program goals achieved, there was considerable evidence of a "reminding function" implicit in the style of the leader of Team A. By reminding the group of the importance of certain goals, it was evident that far more decisions were made within this group on the basis of formal goal statements than in the other team. This raises the issue of transference of goals from formal statements into an acceptance and an acting-upon behavior among participating faculty. The effectiveness of program goals, it appears, in determining change in program, may depend upon the existence of believers in those goals actively advocating at the action-level continuing attention to those goals. In addition, this advocacy behaviour must be perceived to be appropriate, it would seem, and such an advocate must be perceived as well to be a credible leader.

A fifth issue relates to the formation of consensus on goals and recognizes the realities of personally held ideals being in possible disagreement with formal goals, on the one hand, or even in disagreement with an emerging consensus within a group, on the other hand.

On the basis of data in this study it appears that where consensus does emerge in a manner that accepts in large part the validity of the formal goals, then significant change may be achieved.

In the case where relatively less attention was devoted to advocating change and valuing a broad range of formally defined goals, consensus developed in terms of accepting a working relationship but relatively less change in the direction of formal goals was evident. In this case the Go Slow solution to teaming had greater success in terms of positive interpersonal relationships perhaps, but achieved less change in terms of formally defined goals.

C. Implications Concerning Program Structure

The concept of program structure implicit in the teacher education change model, as advanced in the last chapter, involves both constraints and freedoms. Faculty members participating in the innovation were constrained by the new structure to meet and plan together as a team and to share responsibilities for presentation of the new Core component. Faculty had freedom on the other hand to proceed in a variety of ways, if they so chose, to implement the C & I modules within these structural realities.

An examination of program implementation based solely on the outward observance of teaming was found to be a rather shallow approach under close examinations. Set within the historical and current context of the innovation there seemed to be at least two major sets of phenomena that demanded attention:

1. goals and ideals had been formulated and clarified as a basis for the changes being initiated, and
2. faculty members exercised a great deal of discretion both with respect to the priorities and even the selection of goals to be attempted.

Examining the change process in terms of these phenomena led me to inquire concerning the conceptualizations of the freedoms inherent in the new modules and the use that faculty members might choose to make of these freedoms.

The conceptualization of the structure of the program found to exist among team members varied along a continuum that might be defined in the extremes as preoccupation with implementing the teaming pattern and the new Core component **as an end in itself** through to the idea of the new pattern as being **simply a means to an end**. While it is evident that the two teams examined in this study do not by any means define the extremes of such a continuum, it is maintained that they did exhibit marked differences that suggested the continuum.

Team A is judged to have exhibited to a greater degree the characteristics of using the new structure as a means to an end. This is based upon the finding that it committed itself most strongly to the achievement of a variety of formally defined goals that were defined in advance of the implementation phase itself. Because of this concern for achievement of program goals, and the corresponding creative use of the

new modules structure to achieve these ends, this orientation, as suggested by Team A, will be referred to as **goals-oriented** or **ends-oriented**.

Alternately, Team B was found to exhibit a greater preoccupation with the form of the new innovation. Less attention was devoted to clarifying the new goals and assessing alternative approaches to facilitating their achievement. Rather, a strong commitment was evident to "making the teaming structure work". For this reason, the orientation suggested by Team B will be referred to as **means-oriented**.

Implication

The general orientation of teams in implementing a new program component may vary with respect to the relative emphasis upon ends as opposed to means. On the one hand, ongoing activities may be developed and evaluated with an explicit view to achievement of well-defined ends or goals (an "ends-orientation"). An alternate orientation may be viewed as a proccupation with activities and roles and the need to conform to external expectations of appropriate practice (a "means-orientation").

In contrasting the teams in this way, it is probably inappropriate to make value judgements on the relative merits of a means- versus ends-orientation. It seems reasonable that these orientations must be viewed within a larger context, as will be explained below, before the implications and values associated with each approach can be ascertained. For instance, if it is agreed that considerable change is desirable toward certain ends, then a question may arise as to the best strategy available for achieving such ends. Under what conditions, say, is a Go Slow approach likely to achieve the most effective change? What are the other factors in the situation that might interact with the factor of rate-of-change, say, and what would be the effects of different combinations of such factors?

One of the important constraints imposed by the new modules structure was the necessity to exercise collective responsibility as a team to plan for and implement

the expectations of the whole module generally and the central Core component specifically. Failure to meet and operate as a team would have constituted a failure of the new program structure. During the second term of the implementation, as examined in this study, there is no question that this aspect of the implementation was being achieved. The existence of the teams themselves and the practice of meeting as teams constituted a kind of boundary that clearly separated the new pattern of teaming from the older individualistic and isolationist mode.

The compliance with these minimal expectations produced a new set of conditions that had certain effects upon team members. For instance, team members regarded themselves to be much more open to scrutiny by their colleagues. A new level of accountability was thus a consequence of the new structure and was imposed almost implicitly by the structure itself. These feelings of accountability were generated, in the first instance, by the professional standards within the individuals themselves. Motivation to perform in a highly professional manner was seen to be implicit in the new structure and in the orientations that team members brought to the innovative setting.

In view of the ends- and means-orientations outlined earlier, it seems to be evident that given an adequately structured program, where the patterns of activity are clearly defined and participants are adhering to the expectations regarding means, an emphasis upon structure may encourage and facilitate greatly the achievement of valued ends. That is, teaming did produce an environment conducive to professional growth among team members without undue concern being given to consciously and explicitly seeking such ends. Likewise, the goal of collegiality and cohesion was sought and achieved in large measure even by Team A under more difficult conditions where the team seemed to be considerably more preoccupied with a range of other specific goals.

Implication

It seems evident that some program goals are readily achieved through suitable choice of program structure. On the other hand a variety of other goals may require specific nurturing and promotion through rational decisions and purposive planning in order to achieve measurable gains.

Added to this was the existence of the CI Modules Evaluation Committee which was to report to the Department on the progress of the modules implementation. Associated with this endeavor were a number of people who observed, interviewed and engaged in a critical examination of the progress being made in implementing the new modules program.

These factors together created in the minds of some team members a setting for change that was analagous to a fishbowl. Actions in the new environment seemed to be under constant scrutiny. Under these conditions feelings were expressed that the program "had to go ahead". This openness to scrutiny seemed to ensure that expectations for change must be given full consideration and every attempt made to meet these expectations.

Implication

The process of implementation of new patterns of activity seems to be enhanced in settings where the activities of participants are open to scrutiny in ways that are judged to be both appropriate and justified in the view of participants themselves.

One finding that emerged from the data was the long-term concern of the faculty over the need for continuous monitoring and improvement of faculty

programs. In addition, it was evident that some faculty tended to view the current innovation as one of a series of periodic reviews and reorganizations that had historically characterized change within the faculty. These two findings are suggestive of two theoretical orientations toward change:

1. the idea of continuous program development within broadly defined structural elements, and
2. the idea of change as a series of spurts and plateaus that occur only periodically when structural changes are being implemented.

Being preoccupied with the outward manifestations of the new program change, i.e. the minimal changes demanded by the new structural boundaries, was found to be primarily a preoccupation with **means** only. This preoccupation also seemed to be consistent in large measure with a **plateau orientation** which gave rise to comments of the form, "Now that the new program is installed we need to turn our attention to other matters". The fact that, primarily, substantive changes have only come about periodically in the past suggests that the plateau orientation has probably been the dominant perspective on change implicit in the Faculty.

In contrast to this plateau orientation is the **continuous change orientation** which emerges from this study as being much more closely tied in with an ends- or a goals-orientation, as defined above. In addition to the support for this option, suggested by the call for continuous evaluation and review within the Faculty as a whole, the new phenomena of teaming, and particularly the style adopted by Team A, suggests that a kind of continuum exists from the more means-oriented plateau pattern on the one hand through to the more ends-oriented continuous review pattern on the other.

Considering the notion of a continuum defined by the periodic versus continuous change polarities, there is considerable evidence to demonstrate that, in terms of leadership particularly, the teams in this study operated at two different points on such a continuum. Team A was being pressed toward continuous critical analysis and assessment of options, whereas Team B was more content to assume the position that, under the circumstances, everything was being done that reasonably could be done to promote student learning.

Implication

When viewing the structure of a program implementation as consisting of an extensive region of possibility for creative action toward achieving goals, there may exist a variety of views on how such change may be achieved. On the one hand support may exist for continuous progress toward implementing increasingly more effective means for fulfilling the affirmed ends. Alternately, an attitude may exist which perceives progress to be synonomous with periodic structural changes at which time change is to be introduced that meets the minimal expectations of the new structural realities. The first orientation has been named a **continuous change** orientation, the second a **spurts and plateau** or **periodic** orientation to change.

In attempting to tie a number of these threads together, there would seem to be value in recognizing the interactive effects of such elements as advocacy (the encouragement of change in particular directions), style of change (continuous or periodic), the degree to which ends or goals are perceived as worthy ideals to be pursued (ends- versus a means-orientation), as well as the rate at which change is to take place.

It seems reasonable that certain combinations of the factors may be more productive than others in achieving change. For instance, if periodic change is the norm, if advocacy is lacking, and a Go Slow rate of change is preferred then relatively little change may be expected beyond that occurring naturally as a consequence of structural change. This may be regarded as a minimal change orientation. It may represent the total change effort in an institution under certain circumstances.

In a second case, a strong advocacy for change accompanied by an attempt to move forward quickly may be a reasonable choice when a clear assumption exists that change will occur only periodically. It seems reasonable to assume that the period

of stress associated with this option may be successfully weathered only if the process of change does not drag out indefinitely.

A third option might be a Go Slow approach coupled with a moderate degree of advocacy within the context of a continuous change perspective. This option might provide for achievement of considerable change over an extended period of time.

In the instance of change examined in this study, there were conflicting messages from different quarters as to the assumptions in place regarding a number of these factors. In certain respects it appeared that the less-desirable of the combinations may have been the ones being implemented. That is, Team A seemed to be characterized by continuous rapid change accompanied by expectations for long-term change. Under these conditions it is not surprising, perhaps, that some team members reacted negatively. On the other hand, Team B chose to implement less change under conditions where strong advocacy for continuous change was not so apparent.

Implication

Although two approaches to the implementation of change were evident in this study, it seems reasonable to conclude that a variety of approaches are possible in which such factors as (1) rate of attempted change, (2) periodic or continuous change strategies, and (3) degree of advocacy may be present in different combinations so as to achieve rather different conditions under which change may be pursued.

In examining the relationships between the teams and the larger institutional enviroment, a number of observaions seem to be worthy of note. First, a strong reaction to the dean's expression of views on future directions for change was evident in the case of the team leader who expressed views in support of the continuous change option. The perception gained from the dean's message to the department was that change had been achieved, that the new patterns of activity were

being installed, and that resources should now be redirected to new areas of need. The assumption implicit in this view seemed to be in conflict with a view shared by a number of team members that the pilot phase represented only the beginning of a process that would need time and continuous effort in order to realize the change actually required. The lack of support for, or advocacy of, this approach from the dean's office was perceived to be a threat and was seen to have the effect of undermining the efforts of those who exercised the advocacy function within the teams.

Implication

Advocacy for continuous change operating at the team level was found to be threatened by a lack of specific support for this position expressed by the senior administration.

Program Structure and the Model

In terms of the model, the degree of change was defined minimally in terms of the need to observe the new teaming structure and the need to implement the new Core curriculum. Beyond this minimal implementation there existed the possibility of greater change in the direction of goals defined for the new program review, development, and implementation. The concept of program structure was found to be important to the investigation of change both in terms of the new practices demanded by new procedures that were to be installed as well as the apparent freedom associated with the new teaming structure to continuously create learning opportunities in accord with program goals.

It would seem important to managers of change to reflect on the relative potential of both of these aspects of a change setting for achieving change and the relative degree to which change may be sought through structural constraints as

opposed to providing freedoms within which the professional commitments of participants might determine the kind and degree of change.

Associated with program structure in this section has been a recognition of a variety of styles for bringing about change in the dirction of goals over time. The plateau orientation may depend upon periodic adjustments in the minimal change boundaries from time to time in a manner that ensures change in procedures on the basis of structural constraints.

While the region of possible change is clearly central to the model presented in the last chapter, there remains a range of issues not fully addressed in the analysis undertaken in this thesis but must nevertheless be recognized to exist. One of these realities is the cost factor associated with bringing about change, a factor largely relating to the utilization of time as faculty engage in the process of redefinition and adjustment to new goals and procedures.

A related factor might be identified as the degree of comfort or homeostasis enjoyed by faculty members when they know their existing roles and find satisfaction in continuing to operate according to established modes. While emphasizing new goals and advocating change in the means available to achieve these goals may be necessary processes for an institution to engage in, the cost of bringing about change must be offset by a conviction that new procedures are indeed able to achieve the goals more effectively. When a scarce resource, such as time, is at stake, the decision on which strategy is most appropriate to bringing about change would seem to be of profound importance.

D. Implications Concerning Teaming

Although a variety of perspectives of relevance to the phenomena of teaming have been addressed above, there are additional findings arising from this investigation that relate specifically to the dynamics surrounding a multiple team approach to program delivery.

Examining the phenomena of leadership, we find in this case that both teams shared a common concern for collegiality in the conduct of team meetings and the practice of mutual regard for the professional competence of one another. In Team B

this was evidenced by a willingness to choose a leader by drawing names. The lack of a formal chairman role, as it existed under traditional committee operation within the faculty, was also viewed positively by team members and was regarded to contribute to the feelings of ownership and involvement. On the other hand, the fact that strong leadership and advocacy for significant change did not emerge within Team B is judged to be responsible in large measure for the minimal change or displacement that was found to occur in the practices associated with Team B during the implementation.

In Team A, the commitment to engaging in consensus decision-making was not found to be wholly successful for reasons that seemed to include

1. the existence of disparate philosophical perspectives on the part of at least two team members, and
2. the unwillingness on the part of others to contribute the time necessary to realize the potential of such an approach.

In spite of his strong collegial orientation, the team leader's commitment to see change come about and the considerable degree of awareness and knowledge of potential practices to be attempted was found to contribute to the development of a structuring of relationships within the group in the sense that clear leadership emerged.

The value of a structured approach to teaming wherein leadership responsibilities would be clearly defined gained sympathy with the two members of Team A who expressed the greatest frustration with current practices. The rationale in the case of one team member was that since agreement is not likely to be a viable option in most cases, there is a need to achieve closure on decision-making in as efficient a manner as possible on the understanding that even if everyone cannot be in full agreement it is necessary to make decisions and get on with the task. A second team member felt his frustration would be relieved if time were likewise reduced and roles could be more clearly defined in advance. He expressed a willingness to work along with a leader, particularly if philosophical perspecitves were held largely in common.

The commitment to egalitarianism in both teams makes it difficult to assess contrasting patterns for their potential strengths and weaknesses. Nevertheless, it seemed apparent to the researcher that the pattern of egalitarianism attempted in the cases of these teams fell short of the ideal for different reasons. In one case, only a modest degree of change was achieved. In the second, equality of participation among team members did not materialize anyway and the situation would likely have been improved if the reality of the need to accommodate to a style of formal leadership, vested primarily in one person, had been accepted as legitimate early in the process and that team activity had proceeded on such a basis.

Implication

While teaming on the basis of a group of equals was valued by both teams, each implementation of this approach was found to have its shortcomings. While shortcomings are bound to exist in any form of egalitarian or more structured teaming arrangements, there would seem to be definite advantages in exercising the option of grouping teams about a clearly defined leader and advocate for change. It seems evident that faculty may prefer such a style over the more egalitarian style under certain sets of conditions.

Moving the focus from the team to the broader pattern of change within the department, it would seem to be relevant to consider the pattern by which the new program revision gained acceptance. Fewer than one-quarter of the department members were judged to be centrally involved in advocating change of program in the direction eventually established. While a strongly democratic approach to decision-making was attempted (a variety of opportunities existed for the involvement of faculty in the process), many faculty both within and without the two pilot-phase teams were judged by their peers to possess a less-than-adequate understanding of the new approach. The assumptions of university life were nevertheless maintained whereby all faculty are expected and assumed to display high degrees of competence

and could be counted upon individually to fulfill the expectations for innovative behaviour arising from the department decision-making process. It may be that unwarranted assumptions in this respect may have persisted under the new pattern of program delivery.

If full competence and expertise can be assumed to exist under conditions where faculty limit their professional lives to their areas of specific expertise it does not seem to follow that these assumptions should necessarily remain intact under new conditions characterized by a broadening of the areas of professional activity to include a variety of new areas of professional knowledge and activity.

For instance, some team members expressed degrees of misgivings about the new Core area in view of the newness of much of the content and the previous lack of experience in such areas. Yet at the same time the cultural setting within the institution did not allow for free admission of inadequacies. Consideration of the above phenomena leads one to question the degree to which all faculty members might be assumed to have the knowlege and experience required to proceed with new practices, and whether it is reasonable to assume that all are equally motivated to accommodate into their areas of expertise new content areas such as the generic teaching skills.

The pattern of one-in-four who were judged to be actively interested in the pursuit of department program change may represent more realistically the prevailing ratio of members who may be keenly interesed in exploiting the new modules structure, as well, for purposes of providing greater attention to such goals as the generic teaching skills. One wonders what the effect might have been of distributing the department members who were centrally involved in department decision-making more equally throughout the teams.

Implication

Prevailing assumptions within the collegial model of a high level of professional commitment and competence may need to be reexamined when applied to the readiness of faculty to fully exploit the call for program revision, particularly when this involves extensions of teaching responsibilities into new content areas.

The realities of philosophical differences among faculty members emerged as a major concern among team members. The decision by Team B to use a highly formalistic method of allocating responsibilities and providing full freedom for each team member to make his own judgement on how he wished to fulfill his responsibilities was seen as a pragmatic decision to preserve a degree of insulation among team members and thereby make unnecessary the close working relationships that might be expected to occur under teaming. The advantages of such an approach lay in the easy entry of the team into the teaming mode which, together with the expressed desire to maintain the group for a second year, provided a setting conducive to a coming-together of the team members into a functioning unit.

In team A, the decision to engage heavily in consensus decision-making and highly-integrated patterns of activity by all team members created strains that, while not sufficient to break apart the group over the short run, created a strong desire on the part of some to terminate their involvement not only with the particular team but with the modules program completely.

The considerable amount of time devoted to working through plans and arriving at consensus in the case of Team A suggests that for full teaming to be achieved considerable lead-time needs to be available. A general feeling emerged in Team A, however, that this time could be shortened appreciably if faculty were allowed to group themselves as far as possible into preferred working units. There were differences of opinion expressed by team members on the relative advantages

to students of a common philosophical perspective being presented at this level. One view expressed in Team A was that students were not as ready to profit from exposure to a wide variety of philosophical orientations as upper year students might. In fact, a great deal of confusion might be avoided if variation were not so great within a team.

Implication

The continuation of teaming under conditions where faculty are arbitrarily assigned to teams and frequent changes occur in the composition of teams may be administratively convenient but highly wasteful of time and emotional energy on the part of team members faced with the consequential adjustments. This would seem to be compounded by a pattern of teaming that does not seek to clarify in advance the structure of the team, particularly in terms of leadership roles.

While the USRC report called for attention to in-service and team members expressed from time to time their sense of lack of preparation for the new Core role particularly, there was no evidence of a strategy for addressing this issue during the pilot phase. In fact, the perpetuation of an all-are-equally-qualified assumption prevailing in the setting was found to militate against faculty members expressing a need for information, ideas, and new learning experiences.

Again, alternative conceptions of structuring teams and providing coordination and liaison among teams are areas that deserve to be explored with a view to providing team members with assistance. The apparent lack of an administrative commitment to continuous program development, or a faculty-level shared sense of need for this possibility is judged to contribute, along with a number of other factors identified above, to a minimal change option in implementing change within the department. It is not clear whether this situation constitutes the majority preference or whether it represents a default option.

Implication

Creative alternatives to providing liaison, assistance, and motivation for faculty development need to be explored and developed if the potential for change and program development are to be maximized.

A final area of contrast between the two teams relates to the perceptions held by the teams concerning their progress in instituting desired change. Team A was heavily involved over an extended period in planning for and attempting to implement a set of changes. It was apparent that well-defined goals for change characterized the thinking of individuals who happened to be brought together in this group. For a variety of reasons, however, the lack of realization of these goals seemed to be especially problematic and the source of dissatisfaction, if not disallusionment. In contrast, members of Team B claimed to consciously set aside "grandiose plans" and were found to be relatively more prone to reflect back on the degree of progess that had actually been made.

The approaches, then, to measuring progress differed between the two teams. With Team A a preoccupation with discrepancies between present practice and clearly defined ideals led to somewhat of a depressed enthusiasm for, if not rejection of, the module experience. With Team B, on the other hand, a preoccupation with achievements measured in terms of previous practices became associated with a more buoyant attitude toward the experience.

In the judgement of the observer, the responses were not in keeping with the actual progress achieved. Team A was clearly highly successful in achieving considerable change in the direction of the affirmed goals. While they may have pressed forward too quickly and incurred many of their own problems as a result, it must be noted that there was no mechanism in place during this phase to provide feedback to members of the team on how well they were progressing. Without some informed liaison person who can provide such feedback, the evaluation of progress

during a process of innovation seems to be highly dependent upon the standards that become internalized by individuals in the group. Such standards might bear little resemblance to norms that might be apparent to outside observers in a better position to review the fuller scene.

Implication

Of fundamental importance to achieving progress is the satisfaction accruing from awareness that progress is being made. Teams of faculty, perhaps not unlike most individuals, are regarded as needing feedback in the form of positive reinforcement. The existence of elevated self-imposed expectations for a group can have negative consequences if not counterbalanced by adequate recognition of progress actually achieved.

Teaming and the Model

In keeping with the region of possibility central to the model, an attempt has been made in the above analysis to identify factors that facilitate teams of faculty successfully utilizing the program structure to achieve more effectively the program goals.

The factors arising from this study that deserve careful attention by those reponsible for managing change in similar institutions include

1. the way in which advocates of change may be distributed among participating faculty,
2. the degree to which these advocates may be identified formally as team leaders,
3. the strategies by which philosophical differences among faculty members may be ameliorated,
4. the means by which a greater understanding of possible means of providing learning experiences can be provided to faculty members, and

5. how perceptions of progress in achieving productive change can be better communicated in realistic fashion to participants in change settings.

These factors have been identified and given prominence in view of the significance of team decision-making in bringing about change within the context described by the model. Where considerable freedom exists for participating faculty to define their own goals and implement strategies for achieving their goals, it seems of great importance that those responsible for managing change take into account a variety of options that may exist for encouraging and supporting valued change.

E. The Individual in the Change Setting

In reflecting again on the overall change exercise, a number of observations and implications seem to be in order. First, fundamentally different perspectives on the process of change being undertaken can be found to coexist within one group of faculty members. Perceptions were found to vary among participants in this study on such basic issues as

1. the need to engage in change,
2. the degree and types of change necessary,
3. the goals to be pursued on a continuing basis,
4. the best style for organizing teams of faculty, and
5. the perception of need for ongoing attempts at program development.

While such a list is by no means exhaustive, it points up a major concern for "shared meaning" among faculty who are expected to work together. Perhaps the concept of a profile is useful. A profile composed of positions on the above five issues by one faculty member might differ markedly from a profile composed of postions on those issues by another member of faculty. Effective coordinated action by teams would seem to be based upon a coming-together of viewpoints on these and other issues with the team.

The processes involved in such a coming-together of perspectives was of central concern to both teams. The two different strategies employed were

1. attempt to bring about a reallignment of perspectives through discussion and consensus decision-making with a view to implementing a highly coordinated

approach.

2. minimize the degree of conflict arising from disparate viewpoints by structuring team activity to minimize the need for coordinated and integrated action.

Earlier analysis yielded findings identifying a significantly greater degree of change in the direction of affirmed program goals for the team following strategy 1 above, and a significantly greater degree of team member satisfaction for the team following the second strategy.

The major point emerging from this is that perspectives of faculty members are of fundamental importance to explaining the phenomena of teaming faculty. The perspectives held by individual faculty-members are clearly more complex than a profile on any given set of issues might suggest. A network of meaning doublessly exists for each member, such that change in one area necessitates a reorientation of the total viewpoint to accommodate that change. If this is true, then the phenomena of teaming needs to be analyzed with a view, first, to the realities of faculty member perspectives and, secondly, toward the exploration of strategies for change that deal effectively with this area.

Such observations are not judged to be in any way new. Indeed, the evolved collegial governance model based upon committee activity and participative decision-making is doubtlessly rationalized on the need to have faculty members "work through" these issues and collectively come to a decision with a greater degree of consensus than would likely be obtained by other means. The traditional form of collegial governance, however, typically exists in settings characterized by considerable isolation of one faculty member from another. Further attention to this phenomena seems warranted under conditions where faculty members are expected to function as part of a closely-knit team.

Both teams in this study used different strategies for dealing with perspectives of members and both, to a degree, achieved important, though different, goals. The challenge arising from this experience is to conceptualize other approaches that might have a greater potential for achieving goals over a broader spectrum. One key concept that emerges from the analysis in this study is that of **advocacy**.

In the view of this researcher, relatively few advocates for change existed in this change-setting. Less than a quarter of faculty were perceived to be actively involved in exercising their rights under the collegial governance model to actively engage in the debate on impending change. One team was judged to be comprised of faculty with little desire in the present context to advocate change. The other was judged to be comprised of a number of faculty with considerably greater desire in the present context to advocate change. Determining the reasons for these difference between teams was, as a specific problem, beyond the scope of this study. Yet a variety of suggestions emerge from the data, e.g. the extent of previous experiences with programs in other institutions, the degree of involvement of faculty members in the governance structure and in committees focussing on program development, knowledge of the literature in the field of teacher education, etc.

As the events surrounding this pilot-phase implementation unfolded, the primary advocates for change that emereged included

1. the leader of Team A, who continued to exert leadership in a particular direction with considerable success in implementing change,
2. a member of Team A, who withdrew largely because of considerable difference in viewpoint, and
3. the Dean of Faculty, who was seen to have exerted considerable impetus for change early on and then when new priorities emerged was intrumental in redirecting commitments of some faculty to the new priorities. This latter action was perceived to be at some expense to the continued emphasis on the original implementation endeavor.

In two of the three cases just cited (leader of Team A and the Dean) the advocacy manifested itself in leadership that attracted followership. This pattern seems to characterize the collegial setting in spite of the perceived commitments to egalitarianism. Recognition of the reality of advocacy and leadership phenomena would seem to be important in exploring a variety of means of encouraging change wthin teacher education institutions. This, coupled with the expressed desire by faculty to be free to group themselves into teams based upon some common perspectives, suggests that pursuing alternative approaches to structuring teams might be a fruitful

endeavor.

Advocacy is seen to provide a vision of the possible, to provide a rationale that legitimizes a set of values and activites, and provides a focus about which faculty members can rally and find a sense of common and shared pupose. The freedom and opportunity for such advocates to emerge and function would seem to encourage the development of the study of the processes of teacher education as a legitimate area of expertise within a teacher education institution. Such a move is seen to further enrich the gathering of expert opinion and resources within a faculty.

The brief scenario presented here of a structure that encourages the emergence of advocates for change seems also to be consistent with other realities in a faculty of education. Not all faculty members are motivated to select the general processes of pre-service professional development as an area of specific study. The linking together of leadership with those willing to follow an advocated strategy is seen to be a potentially efficient use of resources.

In this setting there was some evidence of a conceptual polarization between two modes of structure. If a structure was not seen to be strongly consistent with egalitarianism there was found to be a fear of autocratic leadership behavior. The role of the advocate presented here does not fit with either of these extremes. Rather, it is meant to typify a style of leadership that is visionary, evolving and attracts people of similar mind for periods of one or more years.

While encouraging the exploration of alternative styles of teaming and the recognition of a perceived potential associated with advocacy, it is assumed that changes need to be implemented in an organic and evolutionary way. Realities of tight staffing with relatively little freedom to manoever might be considered to preclude experimentation of this type. The active participation of advocates for change, however, appropriately coupled with an administrative structure that is sensitive to the needs for change is seen to create the potential, at least, for creative problem-solving and continuing organic change within an institution.

Final Reflections on the Model

In terms of the model, the views expressed above focus upon the composition of teams that may exist at a variety of locations throughout the region of possibility. A variety of styles of teaming could conceivably exist within this region, each style defined around one or more leaders who had a special interest in creating a teaming style and module program that was committed to achieving valued goals. Individuals, to the degree possible, would be given opportunity to link up into teams with prior understanding of the style and philosophy likely to be implemented. Their commitment would need to be maintained at least for the duration of the term in accordance with the general strategy being advocated by the leader and within the reasonable freedoms available to modify this through a degree of concensus decision-making. Under such a strategy, the team leader role would be given greater legitimacy and greater attention would be given to philosophical preferences of team members.

While this option may not be highly practical in terms of the limitations inherent in a particular institution at a particular time, it has been formulated and presented as an option to be considered. The option seems to address a variety of issues that emerged under the attempted implementation of the two teaming approaches described in this study.

VIII. Epilogue

The objective of this study has been to investigate, analyze, describe and interpret the processes of institutional change and accompanying role change experienced by faculty members involved in a case of program innovation. These processes have been pursued and reported in a generally sequential manner with a view to providing the reader with the basis upon which the final interpretations could be assessed. At this point the findings of the study are reflected upon once more in an attempt to highlight the phenomena and related interpretations which seem to be worthy of continuing attention by those responsible for guiding change in university-based teacher education institutions.

The phenomena investigated in this study were categorized roughly into four interrelated areas: the impact of external forces for change, the influence of goals both formally-defined within the institution and personally-defined as part of the personal commitments of participating faculty, the effect of new organizational structure in achieving change, and finally, the apparent reality of continuing freedom for participating faculty to engage in further change aimed at reducing the discrepancy between goals and current performance.

In an attempt to identify the significant findings of this study and the major themes that may attract further attention and research, two foci are identifed and discussed. The first relates to the conceptions held by faculty members concerning the discrepancy that may exist between institutional and program goals on the one hand and the the current degree of progress in realizing such goals on the other. The second relates to processes by which such a descrepancy receives continuing attention and action by faculty members and the institution to reduce this gap.

The inevitable discrepancy between ideals and current practices attracted much attention in this study. A variety of responses to this phenomena were found to exist among team members, including:

1. rationalizations to the effect that resources prevented further change, i.e. "we're doing as well as we can under the circumstances",
2. defining needed change in terms of the periodicity of changes in program structure, i.e. "changes have occurred in this department at ten-year intervals

. . .",

3. defining current change attempts in terms of political effects, i.e. "we're now able to tell the world that our students will have experienced . . .",
4. formulating radically different preferred means for achieving valued goals, i.e. "we can't expect to achieve any substantive change unless we develop an integrated, on-site, field-based approach",
5. displacement of need, i.e. "later in the program there will be adequate time for . . .", and
6. adopting a gradual and contiuous change strategy, i.e. "we were able to achieve some things this year; next year other changes will doublessly be attempted".

While none of these views was held exclusively by any one participant, each was expressed at one point or another by members of the module teams. The first five are primarily judgements on the futility of continually pressing forward with change while the last response that clearly favour pressing forward with change.

The matter of fundamental relevance to institutional change would seem to be whether or not well-defined and professionally-defensible goals can be achieved in a more effective manner within the constraints of available resources. A pattern of **periodic** attention to this question rather than a more **continuous** style tended to characterize present administrative action relating to program change, and was shared by the majority of participants as a dominant orientation to change. Certain individual faculty members, however, adopted a significantly different perspective on change than that held by others of their colleagues. The differences judged by this researcher to be of contining interest were those that reflected a sense of urgency to proceed with change, a sense of vision in conceptualizing new and promising environments for teacher education, and a sense of personal commitment to seizing upon opportunities within the current structure to achieve valued professional and personal growth among students.

Evidence emerged suggesting that within the highly participatory governance model in place within this university department, a relatively small proportion of faculty members were perceived by their colleagues to be actively participating in the periodic process of program renewal. Following adoption of the new program

structure, marked differences were also found to characterize the style of faculty members chosen to implement the new structure. While the majority of team members in this pilot-phase implementation were open to the new structure, differences did exist with respect to the sense of adequacy of the new strucutre and the adequacy of the current levels of program implementation. Here, a minority viewpoint held the current change to be but a point-of-transition, commencement of changes that were long overdue.

The sense of achievement experienced by participants in implementing the new program structure differed in ways that were at first found to be surprising to the investigator. In general, those faculty members exhibiting the greater interest in program change and who were most aggressive in attempting to maximize the benefits of the new structure were found to be less satisfied with current change attempts.

This phenomena emerged as a matter of interest throughout the data collection period but did not recieve the attention in this study that would seem now, in hindsight, to be warranted. A variety of issues seem to be relate to the phenomina of professional commitment to change. Why is it that some faculty more than others are able to conceptualize new structural patterns in teacher education? Why are some more aggressive than others in pursuing what is perceived to be the need for change while others reflect on possible changes more fleetingly and with less commitment?

If the possession of ideals is an integral part of professinal life for teacher educators, what are the conditions that tend to promote the definition of ideals and promote the valueing of defined ideals on the part of teacher educators? How important is it for the rank-and-file teacher educator to give consideration to overall program revision wilthin a context of competing professional responsibilities and interests? To what degree is it part of role of the average teacher educator to individually provide time for exploring the means by which a given program or administrative structure may be maximiazed for educative benefit to students?

While differences in orientation to program and continuing curriculum building activity was evident among faculty members, these differences seemed to be systematically downplayed and ignored during the implementation phase by both the administration and faculty members. The important exception to this generalization

seemed to be the method of selection of one of the team leaders who displayed initiating behavior within the group with respect to the possibility for further refinements and developments of the new curriculum and structure.

In this case, this team member was selected by the team to assume a leader role, under conditions where the selected leader was strongly committed himself to an "all-are-equals" philosophy. This seems to imply that faculty members may respond favourable to members of their peer group assuming a leadership role and pressing for further program and curriculum development.

In this study certain factors were identified that seemed to be related to the formation of commitments on the part of faculty members to define goals and seek change that allowed for the greater realization of those goals. These factors included

1. the rate-of-change (less change was perceived to be more satisfying),
2. the existence of advocates (advocacy was associated with greater change),
3. administrative support (conflicting messages of support were inhibiting to change), and
4. the relative importance given to structure (less change effort) as opposed to goals (more change effort).

These factors are clearly not exhaustive but suggest an area of investigation into the dynamics that may cause one group or team within a depeartment to proceed much differently than another, and may ultimately provide an explanation of why one institution or department may achieve a stronger program than another.

The first primary area of some significance in this study, then, relates to the perspective existing within a department towards the existence of goals, the discrepancy between present performance and those goals, and the adopted strategy, if any, that emerges within a department to address the discrepancy. A strategy of continuous change was evident among some faculty in this study who were relatively more successful in achieving change. The complexity of this stance, however, deserves much more attention than that afforded by this study, and is highlighted here as an area of promising inquiry.

The second area of significance arises from the first, and similarly reflects a particular perspective on institutional life in university-based teacher eduation. The area

relates to the existence of advocates within a department and the relative freedom that may exist for them to engage in the process of advocacy relative to program change.

Although advocacy was exercised in this study by more than one individual and by individuals with different conceptualizations of what was good for the department, a relatively higher level of initiating and advocating behaviour was exercised by one teacher educator who had been in a formal administrative role within the department. Expectations were found to persist among team members in support of a continuing leadership role on the part of this team member. Where advocates with different conceptualizations of the need for change were assigned to work together, it must be recognized that problems were evident. Where agreement with the advocated perspective was found to exist, associated faculty members valued the leadership role of the advocate and significant change was achieved. In contrast, where team members operated without a strong advocate, a more individualistic and less integrative style of operation emerged and less change was evident.

It is the view of this researcher that the development of effective teachers requires the continuous development of both knowledge and skills over an extended period of profesional training. In this the researcher is in agreement with the stated goals of program change that were formulated in advance of program revision and implementation in the case investigated. It is also the view of this researcher that the success of the implementation of these goals or ideals was related to the existence of initiating and advocating behaviour on the part of faculty members who were able to conceptualize the task of teacher education on the grand-scale and who were strongly committed to achieving change in accordance with the specified goals. It is a matter of interest to inquire concerning the effect of the presence of one or more advocates involved at the action level, operating side by side with other professional teacher educators. The experience of this study suggests that such an advocate may effect a higher degree of decision-making within a team of faculty that is congruent with agreed upon goals.

During the process of program implementation, the presumedly important role of advocacy was not found to be given particular attention by the formal department

administration. It was apparent that administrators did not define their role as continuing advocates for change as far as this particular innovation was concerned. The official stance was to assume that all participating faculty were equally prepared to understand the innovation and assume responsibility for its implementation.

The possiblity of recognizing the differential abilities and interests of faculty members relative to bringing about change in teacher education and recognizing the continuing role of such people in achieving implementation, stands in contrast to the pattern of activity formally sanctioned in this department. The process of advocacy emerged in this case of change somewhat unintentionally and with hesitation. Indeed, without official recognition or formal status, the advocate may exist, and perhaps only ought to exist, precariously.

The attention to advocacy prompts a number of questions perceived to be of relevance to further investigation of institutional change: What are the possible means of encouraging appropriate advocacy among the faculty of teacher educators? What are the professional and personal characteristics of effective advocates--those that achieve professionally worthwhile ends through professionally acceptable and exemplary means? How important is advocacy, say, to the faculty member who may have strong and somewhat exclusive commitments to a specialized area of interest? Under what conditions will there be the need for strong advocacy on the part of a few individuals as opposed to a more diffused or shared advocacy operating among the group of faculty members?

The identification of advocacy as a significant area of further investigation is founded upon the perceived benefits found in this case to the implementation of program change. Doubtlessly, the notion of advocacy and the means of capitalizing on its positive contributions is an area of some complexity. It is also true that the complexity of change in the professional preparation of teachers requires imagination, a clear understanding of the process of teacher education, and the ability to mobilize individuals to work cooperatively with teachers in training over an extended length of time. While formal administrators may exercise significant influence at times in intitiating and overseeing change, it may be found that other advocates can and should be identified and guided into positions of influence to ensure that implementation

takes place and continuing curriculum development activity proceeds in institutionally-acceptable ways.

BIBLIOGRAPHY

A. Books and Articles

Algozzine, B. Single-subject or group research: Is any controversy necessary? *Educational Researcher*, April 1980, *9*(4), 24-25.

Allen, S. An experiment in field-basid education: A description of the program at the University of Lethbridge. *Education Canada*, Fall 1980, *20*(3), 11-13.

Baldridge, J. V. *Power and conflict in the university*. New York: John Wiley & Sons, Inc., 1971.

Baldridge, J.V., Curtis, D.V., Ecker, G., & Riley, G.L. *Policy making and effective leadership*. San Francisco: Jossey-Bass Publishers, 1978.

Baldridge, J. V., & Deal, T. E. *Managing change in educational organizations*. Berkeley, CA: McCutchan Publishing Corp., 1975.

Becher, T. & Maclure, S. *The politics of curriculum change*. London: Hutchinson, 1978.

Becker, H. S. Social observation and social case studies. In D. L. Sills (Ed.), *International encyclopedia of the social sciences* (Vol XI). Crowell Collier and Macmillan, Inc., 1968.

Becker, H. S. & Geer, B. Participant observation and interviewing: A comparison. In J. G. Manis, & B. N. Meltzer (Eds.),*Symbolic interaction: A reader in social psychology*. Boston: Allyn and Bacon, 1967.

Becker, H. S., Geer, B., Hughes, E. C. & Strauss, A. L. *Boys in white*. Chicago: The university of Chicago Press, 1961.

Bennis, K. D., Benne, K. D., & Chin, R. (Eds.). *The planning of change*. New York: Holt, Rinehart, & Winston, 1969.

Berger, P. L. & Luckmann, T. *The social construction of reality*. New York: Doubleday, 1966.

Berman, P., & McLaughlin, M. W. Implementation of educational innovation. *The Educational Forum*. March 1976, pp. 345-370.

Berman, P., & McLaughlin, M. W. *Federal programs supporting educational change, Vol. IV: The findings in review*. Santa Monica, CA: Rand, 1975.

Bentzen, M. M., & associates. *Changing schools: The magic feather principle*. New York: McGraw-Hill, 1975.

Blau, P. M. *The organization of academic work*. New York: John Wiley & Sons, 1973.

Boag, N. H. *Teachers perception of curricular change*. Unpublished doctoral dissertaion, The University of Alberta, 1979.

Bolam, R. Innovation and the problem-solving school. In E. King (Ed.), *Re-organising education: Management and participation for change*. Beverly Hills, Calif.: Sage Publications, 1977.

Bolam, R. The management of educational change: Towards a conceptual framework. In V. Houghton, R. McHugh & C. Morgan (Eds.), *Management in education, Reader 1: The management of organizations and individuals*. London: The Open University Press, 1975.

Boyd, W. L. The politics of curriculum change and stability. *Educational Researcher*, February 1979, *8*(2), 12–18.

Bruyn, S. T. *The human perspective in sociology: The method of participant observation*. Englewook Cliffs, N.J.: Prentice Hall, 1966.

Burnham, P. S. Role theory and educational administration. In V. Houghton,R. McHugh, & C. Morgan (Eds.). *Management in education, Reader 1: The management of organizations and individuals*. London: The Open University Press, 1975.

Campbell, R. F. A history of administrative thought. *Administrator's Notebook*. 1978 *26*(4), pp. 1–4.

Carlson, R. O. *Adoption of educational innovations*. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

Centre for Educational Research and Innovation(CERI), *Case studies in educational innovation: IV. Strategies for innovation in education*. OECD, Paris, 1973.

Charters, W. W. & Gage, N. L. (Eds.). *Readings in the social psychology of education*. Boston: Allyn and Bacon, 1963.

Cohen, M. D., & March, J. G. *Leadership and ambiguity*. New York: McGraw–Hill Book Company, 1974.

Corrigan, Dean C. Public Law 94–142: A matter of human rights; A call for change in schools and colleges of education. In J. K. Grosenick & M. C. Reynolds (Eds.), *Teacher education: Renegotiating roles for mainstreaming*. Reston, VA: Council for Exceptional Children, 1978.

Cusick, P. A. *Inside high school: The student's world*. New York: Holt, Rinehart and Winston, Inc., 1973.

Dalin, P. *Limits to educational change*. London: The Macmillan Press, Ltd., 1978.

Dalin, P. The guide to institutional learning––past, present and future. *IMTEC/ICL Newsletter*. n.d.

Denton, David E. *Concepts and strategies of phenomenological research*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1979.

Denzin, N. K. (Ed.). *Sociological methods: A sourcebook*. New York: McGraw–Hill, 1970.

Denzin, N. K. *The research act*. New York: McGraw–Hill Book Company, 1978.

Dill, D. D., & Friedman, C. P. An analysis of frameworks for research on innovation and change in higher education. *Review of Educational Research*, Summer 1979, *49*(3), 411–435.

Elliott, J. & MacDonald, B. (Eds.). *People in classrooms*. Norwich, U.K.: Centre for Applied Research in Education, University of East Anglia, 1975.

Erickson, D. A. Research on educational administration: The state–of–the–art. *Educational Researcher*, March 1979, 9–14.

Evans, Richard I. *Resistance to innovation in higher education*. San Francisco: Jossey–Bass Publishers, Inc., 1970.

Fullan, M. Conceptualizing problems of curriculum implementation. In *Proceedings of the Conference on Curriculum*, University of Victoria, Spring 1979, 40-50.

Fullan, M., & Pomfret, A. Research on curriculum and instruction implementation. *Review of Educational Research*. Winter 1977 *47*(1), 335-397.

Gage, N.L. *The scientific basis of the art of teaching*. New York: Teachers College Press, 1978.

Garfinkel, H. *Studies in ethnomethodology*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

Getzels, J. W. Conflict and role behaviour in the educational setting. In W. W. Charters & N. L. Gage (Eds.), *Readings in the social psychology of education*. Boston: Allyn and Bacon, 1963.

Giacquinta, J. B. The unwarranted optimism of planned educational change. (Review of *Dynamic educational change: Models, strategies, tactics, and management* by G. Zaltman, D. H. Florio, & L. A. Sikorski). *The Review of Education*. Spring 1979, 89-95.

Glaser, B. C. & Strauss, A. L. *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing, 1967.

Glassberg, S. Student teaching: A developmental approach. *Journal of Teacher Education*. March-April 1980, *31*(2), 31-38.

Goddu, R. Leadership development for teacher education faculties. *Journal of Teacher Education*. January-February 1980, *31*(1), 35-39.

Gold, R. L. Roles in sociological field observations. *Social Forces*, 1958, *36*, 217-223.

Goodlad, J. I. *The dynamics of educational change*. New York: McGraw-Hill, 1975.

Goodlad, J. I., Klein, M. F., & associates. *Behind the classroom door*. Columbus, Ohio: Charles Jones, 1970.

Greenfield, Thomas B. Oranization theory as ideology. *Curriculum Inquiry*, 1979, *9*(2), 97-112.

Greenfield, T. Barr. Theory about organization: A new perspecitive and its implications for schools. In V. Houghton, R. McHugh & C. Morgan (Eds.), *Management in education, Reader 1: The management of organizations and individuals*. London: The Open University Press, 1975.

Grosenick, J. K., & Reynolds, M. C. (Eds.). *Teacher education: Renegotiating roles for mainstreaming*. Reston, VA: Council for Exceptional Children, 1978.

Gross, N., Giacquinta, J. B., & Bernstein, M. *Implementing organizational innovations*. New York, Basic Books, 1971.

Hage, J. & Aiken, M. *Social change in complex organizations*. New York: Random House, 1970.

Hall, G. E. Facilitating institutional change using the individual as the frame of reference. In J. K. Grosenick & M. C. Reynolds (Eds.), *Teacher education: Renegotiating roles for mainstreaming*. Reston, VA: Council for Exceptional Children, 1978.

Harris, A., Martin, L., & Prescott, W. *Curriculum innovation*. London: The Open University Press, 1975.

Havelock, R. G. *The change agent's guide to innovation in education.* Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

Hopkins, D. *The role of the practicum in bridging the gap between school and university.* Paper presented at the Western Canadian Association for Student Teaching (WestCast) conference, Edmonton Alberta, March 13, 1980.

Houghton, V.; McHugh, R.; & Morgan, C. (Eds.). *Management in education, Reader 1: The management of organizations and individuals.* London: The Open University Press, 1975.

House, E. R. *The politics of educational innovation.* Berkeley, CA: McCuchan Publishing Corporation, 1974.

House, E.R. Technology versus craft: A ten year perspective on innovation. *Journal of Curriculum Studies,* 1979, *11*(1), 1-15.

Houston, R. W. (Ed.). *Exploring competency based education.* Berkeley, Calif.: McCutchan Publishing Corporation, 1974.

Howey, K. R., Yarger, S. J., & Joyce, B. R. *Improving teacher education.* Washington, D.C.: Association of Teacher Educators, 1978.

Howsam, R. B., Corrigan, D. C., Denemark, G. W., & Nash, R. J. *Educating a profession.* Washington, D.C.: The Bicentennial Commission for the Profession of Teaching of the American Association of Colleges for Teacher Education, 1976.

Hunter, M., Ventimiglia, J. & Grow, M.L. Faculty morale in higher education. *Journal of Teacher Education,* March-April 1980, *31*(2), 27-30.

Hufker, R. SCDEs as leaders in faculty development. *Journal of Teacher Education,* January-February 1980, *31*(1), 16-20.

Jackson, P. W. *Life in classrooms.* New York: Holt, Rinehart and Winston, Inc., 1968.

Jackson, P. & Kieslar, S. Fundamental research and education. *Educational Researcher,* September 1977, *6*(8), 13-18.

Janesick, V. (Presentation sponsored by the Centre for Research in Teaching, University of Alberta, December 6, 1979).

Joyce, B., & Weil, M. (Eds.). *Perspectives for reform in teacher education.* Englewook Cliffs, N.J., Prentice-Hall, Inc., 1972.

Joyce, B. R. *Selecting learning experiences: Linking theory and practice.* Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Kenny, W. R. & Grotelueschen, A. D. *Making the case for case study,* Occassional Paper #9. Office for the Study of Continuing Professional Education, College of Education, University of Illinois at Urbana-Champaign, March, 1980.

Lang, H., Cornish, W. & Trew, L. Partners in training: How it works and why. *Education Canada,* Fall 1980, *20*(3), 14-21.

Lieberman, A. & Griffin, G. A. Educational change: Inquiring into problems of implementation. (Review of *Anatomy of educational innovation* by L. M. Smith and P. M. Keith; *Implementing organizational innovations* by N. Gross, J. B. Giacquinta, and M. Bernstein; and *Changing schools: The magic feather principle* by M. M. Bentzen). *Teachers College Record,* February 1976, *77*(3), 416-423.

Light, D., Jr. Surface data and deep structure: Observing the organization of professional training. *Administrative Science Quarterly*, December 1979, *24*, 551-559.

Lindesmith, A. R.; Strauss, A. L.; & Denzin, N. K. *Social psychology*, Fourth edition. Hinsdale, Ill.: The Dryden Press, 1975.

Loucks, S.F. & Hall, G.E. Assessing and facilitating the implementation of innovations: A new approach. *Educational Technology*, February 1977, *17*(2), 18-21.

Loucks, S. F., Newlove, B. W., & Hall, G. E. *Measuring levels of use of the innovation: A manual for trainers, interviewers, and raters*. Austin: Research and Development Center for Teacher Education, the University of Texas, 1976.

Maccoby, E. E. & Maccoby, N. The interview: A tool of social science. In G. Lindzey, (ed.), *Handbook of social psychology*, Vol. I, pp. 449-87. Reading Mass.: Addison-Wesley, 1954.

MacDonald, B. & Walker, B. *Changing the curriculum*. London: Open Books, 1976.

Magoon, J. A. Constructivist approaches in educational research. *Review of Educational Research*, 1977, *47*(4), 651-693.

Magsino, R.F. Competencies for teaching: Confronting the real priority in Canadian teacher education. *Canadian Journal of Education*, 1979, *4*(4), 66-80.

Mandell, R. D. *The professor game*. Garden City, N.Y.: Doubleday & Company, Inc., 1977.

Manis, J. G. & Meltzer, B. N. (Eds.). *Symbolic interaction*. Boston: Allyn and Bacon, 1967.

March, J. G. (Ed.). *Handbook of organizations*. Chicago: Rand McNally, 1965.

March, J. G., & Simon, H. A. *Organizations*. New York: Wiley, 1958.

Mathis, B.C. The teaching scholar: An old model in a new context. *Journal of Teacher Education*, May-June 1978, *29*(3), 9-13.

McCluskey, L. Educational change: Inquiring into problems of implementation. (Review of *Effecting organizational renewal in schools: A social systmes perspective* by R. C. Williams, C. C. Wall, W. M. Martin, and A. Berchin; and *The power to change: Issues for the innovative educator* by C. M. Culver and G. J. Hoban (Eds.)). *Teachers College Record*, February 1977, *77*(3), 424-427.

McKibbin, M.; Weil, M.; and Joyce, B. *Teaching and learning: Demonstration of alternatives*. Washington, D.C.: Association of Teacher Educators, 1977.

McLaughlin, M. W. Implementation as mutual adaptation: Change in classroom organization. *Harvard Educational Review*, February 1976, *77*(3), 339-351.

Merton, R. K.; Fiske, M.; & Kendall, P. L. *The focussed interviw*. New York: The Free Press, 1956.

Miles, M. B. *Innovation in education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Miles, M. B. Qualitative data as an attractive nuisance: The problem of analysis. *Administrative Science Quarterly*, December 1979, *24*, 590-601.

Mintzberg, H. An emerging strategy of "direct" research. *Administrative Science Quarterly*, December 1979, *24*, 582-589.

Neumann, Y. The perception of change in university departments. *Research in Higher Education*, 1979, *11*(1), 45-58.

Patton, M. Q. *Alternative evaluation research paradigm*. Grand Forks, N.D.: Center for Teaching & Learning, University of North Dakota, 1975.

Pettigrew, A. M. On studying organizational cultures. *Administrative Science Quarterly*, December 1979, *24*, 570-581.

Popkewitz, T. S. Educational reform and the problem of institutional life. *Educational Researcher*, March 1979, *7*(3), 3-8.

Popkewitz, T.S., Tabachnick, R., & Zeichner, K.M. *Issues of research in teacher education*. Unpublished paper, no date, University of Wisconsin, Madison. (Mimeographed.)

Richardson, S. A., Dohrenwend, B. S., & Klein, D. *Interviewing: It's forms and functions*. New York: Basic Books, 1965.

Rist, R. Ethnographic techniques and the study of an urban school. *Urban Education*, *10*(1), April 1975, 86-108.

Ryan, K. (Ed.). *Teacher education*, The Seventy-Fourth Yearbook of the National society for the study of Education, University of Chicago Press, 1975.

Sanday, P. R. The ethnographis paradigm(s). *Administrative Science Quarterly*, December 1979, *24*, 527-538.

Sarason, S. B. *The culture of the school and the problem of change*. Boston: Allyn and Bacon, 1971.

Sarason, S.B. Again, the preparation of teachers: Competency and job satisfaction. *Interchange*, 1978-79, *10*(1), 1-11.

Schmuck, R. A. & Miles, M. B. (Eds.). *Organization development in schools*. Palo Alto, CA: National Press Books, 1971.

Scott, W. R. Field methods in the study of organizations. In J. G. March (Ed.), *Handbook of organizations*. Chicago: Rand McNally, 1965.

Scriven, M. Self-referent research (Part II). *Educational Researcher*, June 1980, *9*(6), 11-18, 30.

Shipman, M. D. *Inside a curriculum project*. London: Methuen & Co Ltd, 1974.

Sikes, W. W., Schlesinger, L. E., & Seashore C. N. *Renewing higher education from within*. San Francisco: Jossey-Bass Publishers, 1974.

Sills, D. L. (Ed.). *International encyclopedia of the social sciences*. Crowell Collier and Macmillan, Inc., 1968.

Silverman, D. *The theory of organisations*. London: Heinemann, 1970.

Smith, G. R., Harste, J. C., Mahan, J. M., & Clark, J. M. *Stirrings in teacher education*. Indiana University School of Education, Division of Teacher Education, 1974.

Smith, L. M. An evolving logic of participant observation, educational ethnography, and other case studies. In L. S. Shulman (Ed.), *Review of Reasearch in Education*, 6. Itasca, Ill: F. E. Peacock Publishers, Inc., 1978.

Smith, L. M., & Geoffry, W. *The complexities of an urban classroom: An analysis toward a general theory of teaching*. New York: Holt, Rinehart and Winston, Inc., 1968.

Smith, L. M., & Keith, P. M. *Anatomy of educational innovation: An organizational analysis of an elementary school*. New York: John Wiley, 1971.

Spitzer, D. R. The importance of faculty attitudes in the planning for instructional development. *Research in Higher Education*, 1976, *5*, 97-111.

Spradley, J. P. *The ethnographic interview*. New York: Holt, Rinehart and Winston, 1979.

Spradley, J. P. *Participant observation*. New York: Holt, Rinehart and Winston, 1980.

Spradley, J. P. & McCurdy, D. W. *The cultural experience: Ethnography in complex society*. Chicago: Science Research Associates, Inc., 1972.

Stake, R. E. The case study method in social inquiry. *Educational Researcher*, 1978, *7*(2),pp. 5-8.

Turner, P. An overview of research in teacher education. In K. Ryan (Ed.), *Teacher education*, The Seventy-Fourth Yearbook of the National society for the study of Education, University of Chicago Press, 1975.

Turney, C. (Ed.). *Innovations in teacher education*. Sydney University Press, 1977.

Van Maanen, J. Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, December 1979, *24*, 520-526.

Van Maanen, J. The fact of fiction in organizational ethnography. *Administrative Science Quarterly*, December 1979, *24*, 539-550.

Wax, R. H. Participant observation. In D. L. Sills (Ed.), *International encyclopedia of the social sciences* (Vol XI). Crowell Collier and Macmillan, Inc., 1968.

Weil, M. & Joyce, B. *Information processing models of teaching: Expanding your teaching repetoire*. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Wideen, M. F. *Professional renewal through teacher education at York University: A case study of the host teacher and the adjunct professor*. A paper presented at the IMTEC/ILC Seminar, Cambridge, England, December 1977.

Williams, R. C., Wall, C. ., Martin, W. M., & Berchin, A. *Effecting organizational renewal in schools: A social systems perspecitve*. New York: McGraw-Hill, 1973.

Wilson, S. The use of ethnographic techniques in educational research. *Review of Educational Research*, 1977, *47*(1), 245-263.

Wolcott, H. F. *The man in the principal's office*. New York: Holt, Rinehart and Winston, Inc., 1973.

Yarger, S. J. & Joyce, B. R. Going beyong the data: Reconstructing teacher education. *Journal of Teacher Education*, November-December 1977, *28*(6), 21-25.

Zaltman, G. & Sikorski, L. Commentary. (A response to a review by J. B. Giacquinta on Zaltman, Florio, Sikorski, 1979). *The Review of Education*, Spring 1979, 161-164.

Zaltman, G., Florio, D. H., & Sikorski, L. A. *Dynamic educational change: Models, strategies, tactics, and management*. New York: The Free Press, 1977.

B. Unpublished Institutional Documents

ATA, November 1971[25]
Alberta Teachers' Association. *Submission to the Minister of Education of the Province of Alberta.* Edmonton, AB: Alberta Teachers' Association, November 22, 1971. (Mimeographed.)

ATA, October 1972
Alberta Teachers' Association. *Teachers' evaluation of their preparation for teaching.* Research monograph #18. Edmonton, AB: Alberta Teachers' Association, October 1972.

ATA, November 1974
Alberta Teachers' Association. *Teachers' evaluation of their preparation for teaching.* Research monograph #23. Edmonton, AB: Alberta Teachers' Association, October 1972.

Patterson, 1976
Patterson, R. History of teacher education in Alberta. In D. Lambert (Ed.) *Teacher education in Alberta* (Report of a meeting). University of Lethbridge, 1976. (Mimeographed.)

USRC, March 1977
Faculty of Education, Undergraduate Studies Revision Committee. *A discussion paper on teacher education.* Edmonton, AB: Faculty of Education, the University of Alberta, March 1977. (Mimeographed.)

USRC, April 1977
Faculty of Education, Undergraduate Studies Revision Committee. *Report on the B.Ed. degree.* Edmonton, AB: Faculty of Education, the University of Alberta, April 1977.

Faculty of Education, FEC, May 3,6, 1977
Faculty of Education, Minutes of the Faculty of Education Council, May 3,6, 1977. Edmonton, AB: Faculty of Education, the University of Alberta, November 1979. (Mimeographed.)

Green and Lumby, 1977.
Green, C. and Lumby, C. An evaluation study into Plan B. In E.W. Ratsoy et al, *Program evaluation activities of th Faculty of Education, the University of Alberta* (Program evaluation report #5).

Jenkinson, October 1977
Jenkinson, M. *Conclusions of the Jasper Conference.* Edmonton, AB: Department of Elementary Education, the University of Alberta, October 1977. (Mimeographed.)

---

[25] The documents in this sections are ordered chronologically by date. A short form designation has been assigned to each document to simplify the repeated references to these documents in the text. References to this document list are cited in the text with the designation 'Document'.

Program Planning, November 1977
Department of Elementary Education, B.Ed. Program Planning Committee. (A collection of program planning proposals prepared by a variety of members of the Department arising out of the Jasper Conference. Proposals bear the names of M.Jenkinson; and P. Payne, A. Pearson, & P. McIntosh.) Edmonton, AB: Department of Elementary Education, the University of Alberta, November 1977. (Mimeographed.)

CBSK, April 1978
Faculty of Education, Committee on Basic Skills and Knowledge. *A report on the revision of the B.Ed. degree.* Edmonton, AB: Faculty of Education, the University of Alberta, April 1978.

Program Planning Report, May 1978
Department of Elementary Education, B.Ed. Program Planning Committee. *Proposed four-year elementary generalist B.Ed. program.* Revised edition. Edmonton, AB: Department of Elementary Education, the University of Alberta, May 1978.

Core Content, Summer 1978
Department of Elementary Education, Core Committee. *Ed. Cl XXX & XYZ course content.* Edmonton, AB: Department of Elementary Education, the University of Alberta, Summer 1978.

Faculty of Education Program Evaluation Report #1, October 1978
Ratsoy, E. W., Babcock, B. R., and Caldwall, B. J. *Evaluation of the Education Practicum program, 1977-1978* (Program evaluation report #1). Edmonton, AB: Faculty of Education, the University of Alberta, October 1978.

Faculty of Education Program Evaluation Report #2, October 1978
Ratsoy, E. W., Babcock, B. R., and Caldwall, B. J. *Organizational effectiveness in the Education Practicum program, 1977-1978* (Program evaluation report #2). Edmonton, AB: Faculty of Education, the University of Alberta, October 1978.

Faculty of Education Program Evaluation Report #3, October 1978
Ratsoy, E. W., Babcock, B. R., and Caldwall, B. J. *Education practicum evaluation summary report, 1977-1978* (Program evaluation report #3). Edmonton, AB: Faculty of Education, the University of Alberta, October 1978.

Faculty of Education Program Evaluation Report #5, November 1978
Ratsoy, E. W., Babcock, B. R., and Caldwall, B. J. *Program evaluation activities of the Faculty of Education, 1978-1979* (Program evaluation report #5). Edmonton, AB: Faculty of Education, the University of Alberta, November 1978.

Faculty of Education Program Evaluation Report #4, March 1979
Ratsoy, E. W., McEwen, N., and Caldwell, B. J. *Skills of beginning teachers and perceived effectiveness of preparation programs* (Program evaluation report #4). Edmonton, AB: Faculty of Education, the University of Alberta, March 1979.

Ratsoy, March 1979
Ratsoy, E.W. *Evaluation for program development in the Education Practicum.* Paper presented at the annual conference of the Western Canadian Association for Student Teaching, Saskatoon, Saskatchewan, March 15, 1979. (Mimeographed.)

Department of Elementary Education, Minutes, April 11-12, 1979.
Department of Elementary Education, (Minutes of department planning meeting, April 11-12, 1979.) Edmonton, AB: Department of Elementary Education, the University of Alberta, April 1979. (Mimeographed.)

Faculty of Education Progress Report #1, June 1979.
Assessing the program modifications and the effectiveness of teacher education practicum at the Univerisity of Alberta (Progress report number one). Edmonton, AB: Faculty of Education, the University of Alberta, June 1979.

Department of Elementary Education, Program Proposal, Summer 1979.
Department of Elementary Education. B.Ed. Program Planning Committee. *B.Ed. in Elementary Education: A program proposal*. Edmonton, AB: Department of Elementary Education, the University of Alberta, Summer 1979.

Core Content, Summer 1979
Department of Elementary Education. *Ed. CI XXX-XYZ, basic teaching skills.* Edmonton, AB: Department of Elementary Education, the University of Alberta, Summer 1979.

IMTEC Questionnaire, 1979
Wideen, M, and Fullan, M. (Project directors). *A study of teacher education in Canada: Faculty questionnaire.* A revision of the Guide to Institutional Learning (GIL) developed by IMTEC/The International Learning Cooperative, Oslo (Per Dalin, Director), 1979.

Elementary Ed Newsletter, February 1980
Department of Elementary Education. **Elementary Ed Newsletter, 1**(1), February, 1980.

Dean, March 1980
Transcript of Dean's talk to the Department of Elementary Education staff meeting, March 6, 1980. (Mimeographed.)

CI Module Evaluation Committee, April 1980
Department of Elementary Education, CI Module Evaluation Committee. *Summary Report*. Edmonton, AB: Department of Elementary Education, the University of Alberta, April 29, 1980.

University of Alberta, Data Book, August 1980
University of Alberta, University of Alberta Data Book 1979–80. Edmonton, AB: Office of Institutional Research and Planning, the University of Alberta, August, 1980.

Walker, November 1980
Walker, F. N. "Plan B", the university's unknown program: An account of an alternative program in teacher–education. *Folio/New Trail, 17*(22), November, 1980.

IMTEC Report, November 1980
Faculty of Education, Teacher Education Study Steering Committee. *Summary findings of the Wideen/Fullan study of teacher education at the University of Alberta.* Edmonton, AB: Faculty of Education, the University of Alberta, November 14,1980.

APPENDIX I -- GAINING ACCESS TO SUBJECTS

REQUEST FOR COLLABORATION ON A DOCTORAL RESEARCH PROJECT
ON THE IMPLEMENTATION OF THE NEW PROGRAM

Purpose of the Study

The purpose of the study is as follows:
To describe the process of role change of teacher educators demanded by the implementation of a new teacher education program at a Western Canadian university.

Delimitations of the study and Relationships with the Evaluation Team

The study will be delimited to the group of eight faculty members involved in the implimentation of the new program during the 1980 Winter semester.

The investigation will be related to the department-based evaluation team in at least two ways: (1) the mutual delimitation of research and evaluation focus, based upon the knowledge of what each is doing, and (2) the coordination of data collection so as to minimize time demands placed upon faculty members and the redundancy in data collection.

The dual roles of Dr. Sawada, as evaluation team member and thesis supervisor, provides for a natural and significant linking between the two activities.

The study, however, must stand on its own merits as is expected of any doctoral study. In this context, the quality of the study will be monitored by the thesis committee which will differ from the evaluation committee except for the person of Dr. Sawada.

I recognize the need for sensitivity and discretion in conducting an investigation of this sort. Hopefully my own past experiences in teacher education will be an important asset in this regard. Every effort will be made to maximize the commitment to anonymity of individuals concerned in the reporting of the findings.

Methodology

The methodological approach will be drawn from the field of ethnography. It will involve observations in as many settings as is considered significant to achieve an adequate understanding of the processes of role change experienced by the "group of eight". The actual recording of data in many settings will involve handwritten notes. In cases of prearranged interviews, I will request permission to use a tape recorder. The data records themselves, both before and after the preparation and presentation of the findings will be treated at all times with the highest degree of confidentiality.

I would hope that informal discussions will be an important part of the data collection as well: a brief chat following a particular class, discussions as convenient in the corridor, over coffee, etc. It will be valuable to check perceptions concerning certain "critical incidents" as soon as possible after they arise.

I recognize the need to accommodate to the time and other pressures impinging upon the faculty members during the semester. Hopefully, my presence can meld into the general environment of the faculty member's world in such a way that opportunities that seem natural for interaction will present themselves. The healthy use of "I'm just too busy to talk today, Ron" will be expected and respected.

Time Frame

I hope to have my proposal ready for approval early in January. Data collection will extend to the end of decision-making meetings of the department and faculty in May, 1980. Data analysis will extend for a number of months beyond that.

APPENDIX II -- GUIDE FOR INTERVIEW #2

INTERVIEW #2: QUESTIONS RELATING TO PART I OF QUESTIONNAIRE

1. Re part I of questionnaire (attached):
   a. Clarify the context being referred to as faculty member completed this section, old program or modules.
   b. With respect to the general goals provided, to what extent do you perceive the new program to be closing the gap between previously existing levels of goal achievement and your concept concept of an ideal level of goal achievement?

2. Program revision and implementation generally takes considerable time and effort. It seems reasonable to suppose that the end result of such efforts should provide changes of perceived importance and significance. In reflecting on the current degree of change, do you feel that
   a. *more changes* should have been attempted?
   b. *fewer changes* should have been attempted?
   c. *different changes* should have been attempted?

3. Frequently the university faculty is viewed in a collegial fashion as a group of equals, each with particular strengths and areas of expertise. In looking over the range of goals listed and considering the need for faculty participation in program development, what special interests or strengths might you bring to the task of program development within the department?

4. Dewey is said to have stressed the need to "teach children" rather than "teach subjects". In terms of your own philosophy of education, how do you react to the statement? Does this have any relevance to the creation of a "core" emphasis in the new program?

5. I would like to separate for a moment the 'skill' emphasis of teacher training from the more cognitive and affective emphasis often attached to the phrase 'professional development'. In terms of this distinction, do you have any theories concerning a preferred means of
   a. developing adequate 'teaching skills' in prospective teachers?
   b. fostering 'professional development' in prospective teachers?

6. I seems to be generally agreed that there is no adequate theory of teacher education readily available or commonly shared. Where does a teacher educator go or what does a teacher educator do to become better prepared to deal effectively with the two areas referred to in Question 5.

7. Do you feel that the experience gained from involvement in the new program thus far has given you any new insights into improving the means of teacher education?

SECTION A: GOALS OF TEACHER EDUCATION

With reference to your faculty's program we ask you to examine the following goals: (1) in terms of the importance *currently assigned* to them (REAL); and (2) according to what importance you think *should be assigned* to them (IDEAL). For each question please circle the number that most closely reflects your own view regarding the REAL *and* IDEAL.

1. In your opinion, of what *importance* are the following goals?

	REAL						IDEAL					
	None/little	Some	Moderate	Great	Very great	Cannot answer	None/little	Some	Moderate	Great	Very great	Cannot answer
a. To prepare teachers who are knowledgeable in subject or content areas.	1	2	3	4	5	x	1	2	3	4	5	x
b. To prepare teachers who can adapt to and work within existing school systems.	1	2	3	4	5	x	1	2	3	4	5	x
c. To prepare teachers who have effective interpersonal skills.	1	2	3	4	5	x	1	2	3	4	5	x
d. To prepare teachers who can integrate theory and practice.	1	2	3	4	5	x	1	2	3	4	5	x
e. To prepare teachers who have the perceptions and skills to implement changes in the schools.	1	2	3	4	5	x	1	2	3	4	5	x
f. To prepare teachers who have skills in various teaching techniques.	1	2	3	4	5	x	1	2	3	4	5	x
g. To prepare teachers to deal effectively with the individual differences of students.	1	2	3	4	5	x	1	2	3	4	5	x
h. To prepare teachers who have the ability to analyze critically the existing school system.	1	2	3	4	5	x	1	2	3	4	5	x
i. To provide the student teacher with a basis for determining her/his suitability for teaching.	1	2	3	4	5	x	1	2	3	4	5	x

APPENDIX III -- GUIDE FOR INTERVIEW #3

INTERVIEW #3: QUESTIONS RELATING TO THE CHANGE PROCESS

1. I am assuming that present attempts to implement change have resulted from a variety of pressures for change which have emanated from sources both within and without the department over a period of time. I have classified the possible sources of pressures as shown in figure 1 (attached). What pressures for change can you identify as emanating from
   a. society, organizations, or groups which are *external to the Faculty of Education* itself? (Dept. of Ed., why did they exert the pressures they did?)(Demographic factors, teacher oversupply, declining enrolments?)(Others?)
   b. the *Faculty of Education*, but external to this department? (Dean's office, why did he exert the pressures he did?) (Other departments?)
   c. the *Department* generally? (Chairman, committees, or particular individuals in the department?)
   d. your own *personal* motivations?

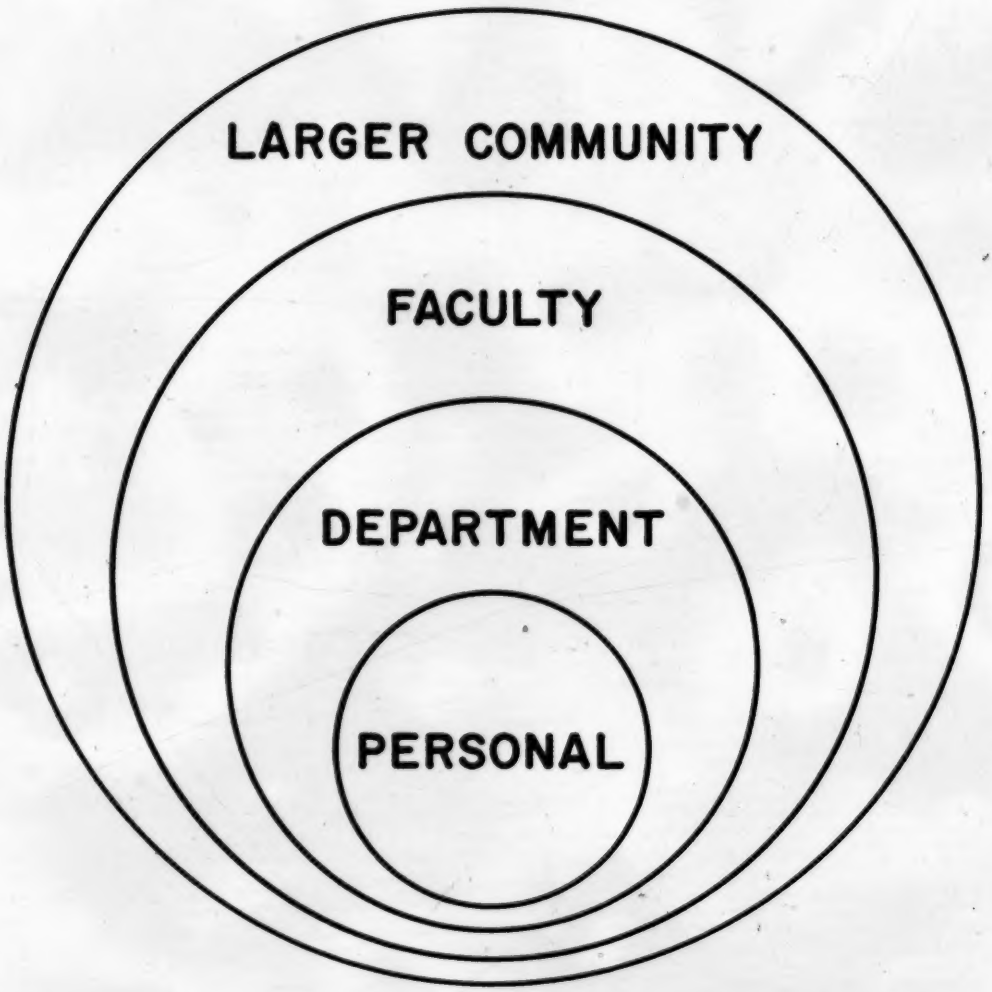
2. Relative to other teacher education institutions, would you say this Department *is exerting leadership* in methods of teacher education, is *on par with* other institutions, or *is more of a follower of* trends set elsewhere? (Are the changes being implemented here a reaction to changes perceived to be successful elsewhere?)

3. In considering the present attempts to innovate at both the total program level and at the level of the modules structure in the second year,
   a. *what new benefits* are being sought through the present innovations? (official and personal views)
   b. *What problems* existed with the older program? (official and personal views)
   c. *Who is expected to benefit most* from the present changes? In what ways? (offical and personal views)
   d. *What incentives* for change are inherent in the new program structure? (official and personal views)

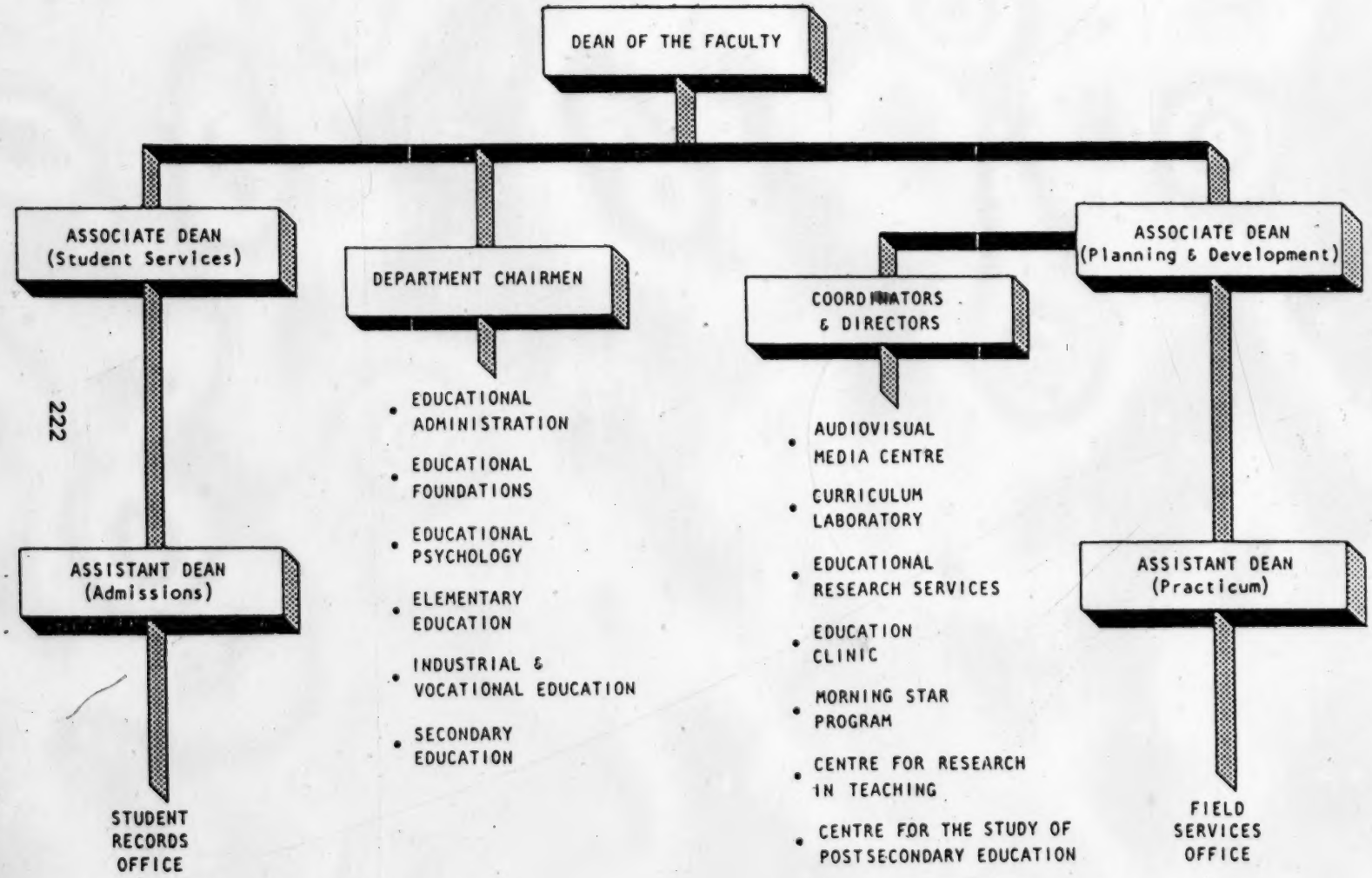
4. *What aspects of the new program* or *its manner of implementation* could contribute to the demise of some or all parts of the new program? (What are some of the disincentives?) (What values or important dimensions of faculty or student concerns are being ignored?)

5. At the department meeting of March 6 (see attachment), a series of motions were passed that can be interpreted as a modification of the basic generalist program back in the direction towards the previously existing pattern of specializations. *What is your personal reaction* to the decision of the March 6 department meeting to support this modification?

6. *What impact* do you see the *Evaluation Committee* making on the general process of implementation of the new program?


LARGER COMMUNITY
FACULTY
DEPARTMENT
PERSONAL

ADMINISTRATIVE ORGANIZATION



APPENDIX V -- REVISED COMPONENT MODEL (K-12)

COMPONENT		MINIMA-CREDITS[1]
EDUCATION		
Basic Education		15
Educational Administration	3	
Educational Foundations	6	
Educational Psychology	6	
Curriculum and Instruction		6
Professional Core[2]		12
Practicum		12
NON-EDUCATION		
General Studies[3]		24
Teaching Major[4]		24
ELECTIVES[5]		12
TO BE ASSIGNED[6]		15
		120

NOTES:

[1] The requirements of the B.T.E.C. that all teacher preparation programs include a minimum of forty-two (42) credits in professional education and forty-eight (48) credits outside of the Faculty of Education are met by the Education and Non-Education minima requirements of this model.

[2] The professional core preferably will be offered by inter-departmental teams, but may be offered by single departments providing it can be demonstrated that the essential skills and knowledge are being made available to the students.

[3] No more than nine (9) credits from this component may be utilized in a program plan to enhance a teaching major. All of the courses in this component must be taken outside of the Faculty of Education.

[4] In those instances where the courses required for the teaching major are not available outside of the Faculty of Education, this requirement will be waived.

[5] Electives may consist of a planned grouping of courses centered on a particular theme offered by one or several departments or they may consist of a variety of courses chosen by the student on any basis.

[6] The fifteen (15) credits to be assigned may be added to any of the program components.

The Component Model is to be used to design programs. Students will choose from among alternative programs and will not make direct use of the Component Model.

APPENDIX VI -- OUTLINE OF THE NEW FOUR-YEAR PROGRAM

FOUR-YEAR B.ED. PROGRAM[1]

	Term 1		Term 2	
Year I	Non-Ed	15	Non-Ed	12
			Ed Pra 251[2]	3
Year II	Non-Ed	12	Non-Ed	3
	Ed Fdns 201	3	Ed Psy (Dev)	3
			CI Module[3]	9
Year III	Professional Year[4]			
Year IV	(Either semester)			
	Practicum	12	Ed Psy (Lng)	3
	CI Module[5]	9	Ed Fdns 3XX	3
			Ed Admin 4XX	3
	Sr. Elem. Ed. CI	3	Non-Ed	6
	Sr. Integrative Core[6]	3	Elective Package	12
	Sr. Ed. Elective	3	Optional Ed	
	Ed. Elective	3	Credits	0-3

Pilot-Phase Modifications

During the 1979-80 academic year this pattern was not yet in place. The two CI Modules in Year II-Term 2 and Year III-Term 1 were offered to students who were mostly in Year II in a Fall-Winter sequence over the same academic year.

NOTES:

[1] Source: B.Ed. in Elementary Education: A program Proposal (no date but following April 9, 1979), p. 11.

[2] Phase 1 of the practicum, involving the equivalent of 1 week in the schools, is a component of Ed Pra 251.

[3] The first CI Module consisting of four introductory C & I methods classes and the first half of Ed CI XXX, the Core component.

[4] Classes and practicum are packaged in blocks such that both are inclded in both semesters.

[5] The second CI Module consisting of 4 introductory C & I methods classes and the second half of Ed CI XXX.

[6] The final part of the new core component, Ed CI XYZ is included in the Senior Integrative Core class.

APPENDIX VII -- CONCEPTUAL FRAMEWORK USED IN DATA ANALYSIS

CONCEPTUAL ANALYSIS OF ROLE CHANGE[24]

1. DECISION to emphasize CORE component vs SUBJECT AREA components of modules.

   1.1 IMPACT of changes in Subject Area components

2. ROLE changes and OTHER EFFECTS defined by STRUCTURE and EXPECTATIONS of new program

   2.1 STRUCTURE and EXPECTATIONS include:

      2.1.1 general team responsibility for Core and 4 Subject Areas
      2.1.2 students are grouped
      2.1.3 time blocks scheduled for module activities
      2.1.4 physical space reserved for module activities
      2.1.5 faculty and department expectations

   2.2 ASSOCIATED ROLE CHANGES minimally defined:

      2.2.1 Interpreting guidelines provided by Faculty and Department
      2.2.2 Creating structure: who is leader? effect of leadership?
      2.2.3 Developing operational guidelines for allocating responsibilities to team memebers (see also 3. below)

   2.3 OTHER EFFECTS

3. STRUCTURE and GUIDELINES of new program DEFINED BY TEAMS (an expansion of 2.2.3 above):

   3.1 APPORTIONMENT OF TIME to four Subject Areas and Core components (nature and reasons for change over two terms)

   3.2 TIME TABLE: structure, flexibility

   3.3 MEETING TIMES, frequency, purposes, style (nature and reasons for change over two terms)

   3.4 degree of INTEGRATION of SUBJECT AREAS and CORE

   3.5 GRADING practices

   3.6 TWENTY-THREE SKILLS

      3.6.1 interpretation
      3.6.2 mode of presentation

---

[24] This conceptual framework was developed from the data as a structure by which segments of transcripts might be categorized. Using the text processing capabilities of a computer, references to interview transcripts for each of the eight interview respondents were inserted within this framework. This approach was used among others to provide a systematic means of collecting conceptually related excerpts from a variety of locations throughout the collection of transcripts.

3.6.3 means of integration within module

3.7 FREEDOM TO INNOVATE beyond minimal requirements

3.8 LARGER/BROADER PROFESSIONAL concerns

3.9 IDEAL STRUCTURE

4. Nature of SPECIFIC ROLE CHANGES:

4.1 LONG RANGE team PLANNING activities

4.2 SHORT RANGE team PLANNING activities

4.3 CORE PRESENTATION by team member (new content, new setting)

4.4 SUPPORTING ROLE by colleagues during Core presentation and follow-up

4.5 PROGRAM DEVELOPMENT activities (types):

5. Other CONCEPTUAL DOMAINS:

5.1 Description of ROLE ACTIVITIES

5.2 IDEAL ROLES in teacher education:

5.2.1 without present program constraints
5.2.2 with present program constraints

5.3 TACIT ASSUMTIONS that gave shape to modules during first year

5.4 POTENTIAL of new program

5.4.1 POSITIVE attitudes and related conditions and events that tended to build support
5.4.2 NEGATIVE attitudes and related conditions and events that tended to erode confidence/undermine support

5.5 LEADERSHIP/OPERATING STYLES description:

5.5.1 Team 1
5.5.2 Team 2

5.6 EFFECT OF LEADERSHIP style and leader's preferences in shaping modules program

5.7 FRUSTRATIONS/TENSIONS that developed (see 5.4)

5.8 EVOLUTION OF ROLES over time

5.9 POLITICS of group process, Hawthorne, etc.